



Illinois State Board of Education

Professional Development Modules: English Learner Tool Kit

Chapter Nine—Evaluation of EL Programs

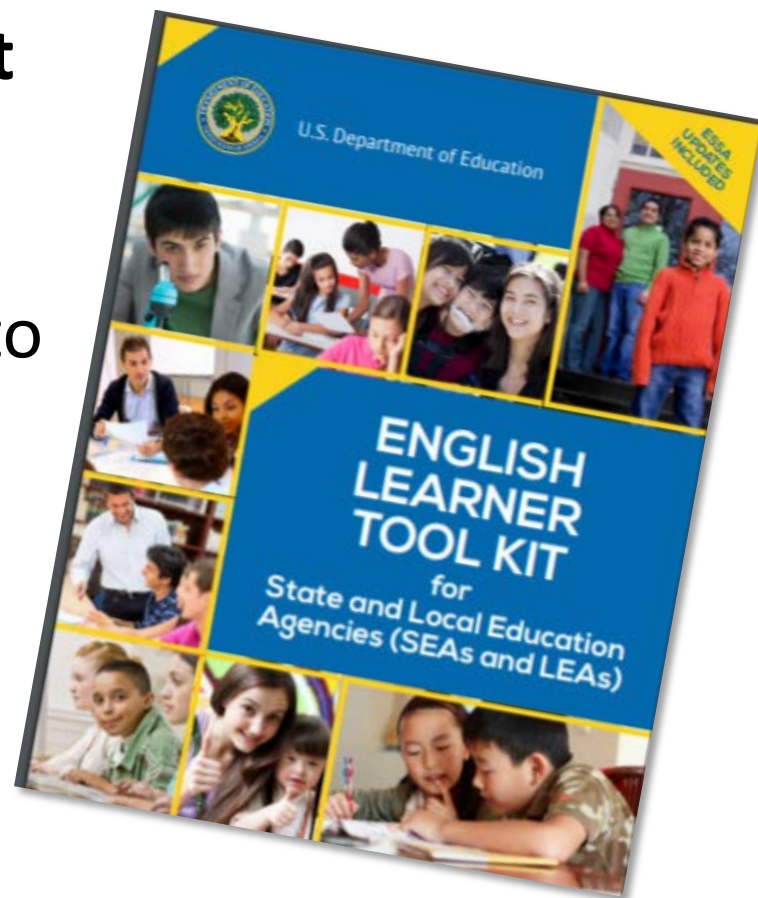
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Purpose

The **Professional Development Modules: English Learner Tool Kit** is a series of presentations intended to provide guidance to help local education leaders meet their legal obligations to English learners (ELs) and enhance existing EL practices to meet the needs of all EL students, parents, and families.





English Learner Tool Kit Topics

1. Identifying All ELs
2. Language Assistance Programs
3. Staffing and Supports
4. Meaningful Access
5. Inclusive Environment
6. ELs With Disabilities
7. ELs Who Opt Out of Programs
8. Monitoring and Exiting EL Programs
9. **Evaluation of EL Programs**
10. Ensuring Meaningful Communication With Limited-English-Proficient Parents



Significant Legal History

□ Title VI of the Civil Rights Act, 1964

- Prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance.
- The Title VI regulatory requirements have been legally interpreted to prohibit **denial of equal access to education** because of a language minority student's limited proficiency in English.



Significant Legal History

□ *Lau v. Nichols* Court Case, 1974

- Case dealt with San Francisco school system's failure to provide English language instruction to 1,800 students of Chinese ancestry.
- U.S. Supreme Court unanimously ruled that a lack of supplemental instruction for ELs denies them a **meaningful** opportunity to participate in education programs, which violates the Civil Rights Act of 1964.



Significant Legal History

- Equal Educational Opportunities Act (EEOA), 1974
 - Prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin.
 - The statute specifically prohibits states from **denying equal educational** opportunity by the failure of an education agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

—*Justice William Douglas*





Legal Obligations

- U.S. Department of Education's Office of Civil Rights (OCR) and the U.S. Department of Justice (DOJ) share enforcement authority.
- Issued joint guidance in 2015 to help states, districts, and schools meet legal obligations to ELs.
- Guidance identifies [10 common civil rights issues for ELs.](#)





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Evaluating the Effectiveness of a District's English Learner Program

Whole Child • Whole School • Whole Community



English Learner Tool Kit

Chapter 9: Tools and Resources for Evaluating the Effectiveness of a District's EL Program

KEY POINTS

- **Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.**
- **Local education agencies (LEAs) should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to data collected for the Every Student Succeeds Act accountability purposes.**
- **When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, state education agencies (SEAs) and LEAs must modify the EL program.**



Checklist for Evaluating the Effectiveness of an EL Program

You can access **Tools and Resources** for **Evaluating the Effectiveness of an EL Program** at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

- To what extent is the LEA tracking data, both periodically and longitudinally, and by EL program, on ELs' acquisition of English proficiency and mastery of grade-level content?
- To what extent is the EL program meeting its stated educational goals without unnecessarily segregating EL students from never-EL students?
- Do all ELs have comparable access to opportunities that prepare them for college and careers (e.g., higher level courses, extracurricular activities, field trips) as their never-EL peers?



Checklist for Evaluating the Effectiveness of an EL Program (continued)

- Are ELs making progress toward achieving language proficiency within a reasonable period of time, as evidenced by multiple performance indicators?
- To what extent do longitudinal data compare performance in the core-content areas (e.g., using valid and reliable standardized tests), and graduation, dropout, and retention data among current ELs, former ELs, and never-ELs?
- To what extent are EL students meeting exit criteria and being exited from EL programs within a reasonable period of time?
- Are all ELs receiving EL services until they achieve English proficiency and not exited from these services based on time in the EL program or opted-out status?



Checklist for Evaluating the Effectiveness of an EL Program (continued)

- Is the LEA tracking data of former ELs over time and is it able to compare the data to those of their never-EL peers? For example, to what extent do grades and state and local assessment data in the core-content areas indicate that former ELs:
 - ▣ Participate meaningfully in classes without EL services?
 - ▣ Perform comparably to their never-EL peers in the standard instructional program?
- Do LEAs modify EL programs when longitudinal performance data indicate that ELs are not reaching English proficiency within a reasonable period of time, or when former ELs are not participating in the standard instructional program comparable to their never-EL peers?



Pause and Reflect

- What data do we need to make informed educational decisions regarding our EL program? How and where can we obtain the data?
- What formal process do we have in place to regularly analyze our EL program and give opportunities for program stakeholders to provide feedback?
- What data management system is in place to collect and maintain our data throughout the school year?





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Additional Resources to Consider From the EL Tool Kit

Whole Child • Whole School • Whole Community



Evaluating the Effectiveness of an EL Program—Tools

Available at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

- **Tool #1, Evaluating Programs and Services for English Learners,** offers suggested topics and questions for EL program evaluation.
- **Tool #2,** Not applicable to districts.
- **Tool #3, Improving LEA Systems to Support English Learners,** provides information that may help LEAs strengthen their EL programs.
- **Tool #4, Improving School-Based Systems for English Learners,** provides information that may help schools strengthen their EL programs.



Tool #1: Evaluating Programs and Services for English Learners

This tool offers suggested topics and questions for EL program evaluation:

COMPONENTS OF AN EVALUATION OF PROGRAMS AND SERVICES FOR ELs

The following tool is based on the U.S. Department of Education's Office for Civil Rights' Web page "Developing Programs for English Language Learners," located at <http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html>. It may help SEAs and LEAs identify elements for evaluating EL programs and services. Questions and data sources focus on EL program implementation information; staffing and professional learning; student performance in English language development and academic content areas; and analyzing the information collected and identifying areas for improvement. EL program evaluation will vary from LEA to LEA; thus, the information below is illustrative.

<http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html>



Tool #3: Improving LEA Systems to Support English Learners

This tool may help SEAs evaluate various aspects of their EL programs and services, collect data, and inform instructional program decisions for ELs.

SEVEN DIMENSIONS OF AN LEA'S NEEDS ASSESSMENT: THE PROMOTING EXCELLENCE APPRAISAL SYSTEM (PEAS)

1. Leadership
2. Personnel
3. Professional Development
4. Instructional Program Design
5. Instructional Implementation
6. Assessment and Accountability
7. Parent and Community Outreach



Tool #3: Improving LEA Systems to Support English Learners (continued)

The following tool is excerpted from one of the seven dimensions—**instructional program design**. In this tool, the term “ELL” (English language learner) is used to refer to “EL” (English learner).

Constructs	Code	Standard Name	Definition
Effective Design	DE1	Research-based	The district’s ELL program design is consistent with current theory and research about effective instructional programs for ELLs.
	DE2	Aligned with vision	The district’s ELL program design is aligned with the district’s overall vision, mission, and goals for ELLs.
	DE3	Aligned with needs	The district’s ELL program design addresses the needs of the diverse populations of ELLs in the district (students at different English language proficiency levels, ages, linguistic, and cultural backgrounds, time in the U.S., and levels of prior schooling).



Tool #3: Improving LEA Systems to Support English Learners (continued)

The following tool is excerpted from just **one** of the seven dimensions—**instructional program design**. In this tool, the term “ELL” (English language learner) is used to refer to “EL” (English learner).

Constructs	Code	Standard Name	Definition
Access to grade-level content	DA1	Rigor	The district’s ELL program design is academically rigorous (not remedial), and promotes the knowledge and higher-level thinking skills to prepare students for college and satisfying careers.
	DA2	Access to grade-level instruction	The district’s ELL program(s) are designed to ensure ELLs have equitable access to grade-level instruction in the academic content areas.
	DA2A	Instructional time	ELLs are provided adequate instructional time to learn the intended curriculum.
	DA3	Additional support	The district provides additional grade-level academic support for ELLs, including translators, tutors, and bilingual instructional aides.
	DA4	High quality resources	The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories and other relevant resources that support ELLs’ English language development and grade-level, academic content learning in English and the native language.



Tool #3: Improving LEA Systems to Support English Learners (continued)

The following tool is excerpted from one of the seven dimensions—**instructional program design**. In this tool, the term “ELL” (English language learner) is used to refer to “EL” (English learner).

Constructs	Code	Standard Name	Definition
Access to grade-level content (continued)	DA5	L1 instructional resources	High quality native language instructional materials and resources are available at each grade level and subject area to support literacy and academic content learning.
	DA6	Multicultural resources	Instructional materials and resources that reflect and value a wide diversity of cultural backgrounds and histories are integrated throughout the general education curriculum for all students.
	DA7	Vertical coherence	The district ensures sustained, consistent, and coherent instructional support from grade to grade until ELLs have reached parity with English speaking students on measures of academic achievement in the core content areas.
	DA8	Struggling students	The ELL plan includes a timely means for identifying struggling students who need additional support, including both active ELLs and those who are not currently receiving ELL services.



Pause and Reflect

- How can the Performance Evaluation Appraisal System (PEAS) and the seven dimensions of an LEA's needs assessment support our EL program?
- What professional development opportunities are available to maximize improvements in our EL program?
- How can parent and community outreach assist us with efforts to improve our EL program?





Tool #4: Improving School-Based Systems for English Learners

http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2014027.pdf

The English Language Learner Program Survey for Principals

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Boston College

In collaboration with the
English Language Learner Alliance

Source: Grady, M. W., & O'Dwyer, L. M. (2014). *The English language learner program survey for principals* (REL 2014-027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands.



Background Resources

- Fact sheet on the responsibilities of school districts
- Fact sheet answering common questions about the rights of limited-English-proficient parents and guardians
- Original OCR/DOJ guidance in the “Dear Colleague” letter
- Translations into multiple languages
- All available at
<https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- Companion tool kit from the U.S. Department of Education’s Office of English Language Acquisition:
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>



Evaluating the Effectiveness of an EL Program—Resources

Complete list available at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

Acosta, B., Marzucco, L., Bayraktar, B., & Rivera, C. (2012). *Evaluation of English learner programs in Alexandria City Public Schools*. Washington, DC: The George Washington Center for Equity and Excellence in Education. Retrieved from

http://www.academia.edu/28291593/Evaluation_of_English_Language_Learner_Programs_In_Alexandria_City_Public_Schools

August, D., Salend, S., Staehr Fenner, D., & Kozik, P. (2012, July). *The evaluation of educators in effective schools and classrooms for all learners*. Washington, DC: AFT. Retrieved from http://www.colorincolorado.org/sites/default/files/2012/12/teacher-evaluation_shared-values.pdf

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, ... & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (NCEE). Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=19>

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *Future of Children*, 21(1), 103–127. Retrieved from <http://www.colorincolorado.org/research/effective-instruction-english-learners>



Evaluating the Effectiveness of an EL Program—Resources

Complete list available at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

- Giancola, S. (2014). *Evaluation matters: Getting the information you need from your evaluation*. Washington, DC: U.S. Department of Education, Office of Secondary and Elementary Education, School Support and Rural Programs. Retrieved from <http://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>
- Grady, M. W., & O'Dwyer, L. M. (2014). *The English Language Learner Program Survey for Principals* (REL 2014-027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2014027.pdf
- Hill, P., Murphy, P., & Redding, S. (2013, May). *The SEA of the future: Leveraging performance management to support school improvement*. San Antonio, TX: Building State Capacity and Productivity Center at Edvance Research, Inc. Retrieved from [http://www.bscpcenter.org/sea/pdf/sea_of_the_future%20 vol 1 052113.pdf](http://www.bscpcenter.org/sea/pdf/sea_of_the_future%20vol_1_052113.pdf)