

# District ELE Program Evaluation

## SY 20\_\_-20\_\_

LEA Number	District (LEA) Name	Superintendent Name	
District (LEA) Address		City	Zip Code Telephone Number
ELL Director	Telephone Number	E-mail address	

The obligation of schools to serve English language learners (ELLs) is well-documented by numerous federal guidance resources, regulations, and Supreme Court cases. Of these, Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin by recipients of federal financial assistance. Denial of equal access to education due to a student's limited proficiency in English has been interpreted in regulatory requirements as covered under national origin discrimination. In 1974, the Supreme Court ruled in the case *Lau v. Nichols*, that the provision of an identical education as for non-English speaking students does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district in the case must take affirmative steps to overcome educational barriers faced by limited English proficient students [414 U.S. 563 (1974)]. The Equal Education Opportunities Act, also of 1974, prohibits states from denying equal educational opportunity to individuals due to race, color, sex, or national origin, specifically by failing to take appropriate action to overcome language barriers that impede equal participation in its instructional programs [20 U.S.C. §1203(f)]. In 1981, the Fifth Circuit Court decided in *Castañeda v Pickard*, that districts must establish a three-pronged test to evaluate the adequacy of a district's program for ELLs: (1) is the program based on sound educational theory recognized by experts in the field or considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)] In an effort to provide districts with support of this requirement, the Department of Elementary and Secondary Education makes this template available for district use.

The first step in the program evaluation is establishing a team. In order to properly evaluate the services and resources available to ELLs and staff, there needs to be wide and varied representation of many different points of view and levels of expertise and authority. The team should function as a unit with the single goal of improving the ELE program and service to ELLs and support of the staff that interact with them. In order for the team to have all of the information it needs, the Gathering Data section is intended to guide districts in determining what information should be considered. It is important to gather and review as much data as possible before making any determinations about program effectiveness. There may be places or areas that significantly affect the program that are surprising, overlooked or misinterpreted prior to analysis. In the Analyzing the Data section the team will have an opportunity to evaluate whether areas that were thought to be effective in fact are, or whether there are any areas of focus that were previously unrealized. An objective and thorough analysis of the data will provide the district with a realistic view of the areas of strength (Analyze the Data, Part A) and challenge (Analyze the Data, Part B). After the data have been analyzed, the team should set targets for improvement, change, or continued effectiveness. The Set the Target section is intended for the district to use in order to set goals that will improve services. There are three goals to consider: one) the number and percent of students making progress in English proficiency as measured by the ACCESS assessment, two) the number and percent of students achieving fluency in English as measured by the ACCESS, and three) reducing the proficiency gap on the content assessments Massachusetts Comprehensive Assessment System (MCAS)/Partnership for Assessment of Readiness for College and Careers (PARCC) between the district's ELL subgroup and the general student population. These three goals can be measured by an objective assessment and will reflect improvements in services to ELLs. There may be factors contributing to this performance that are not assessment related, but the improvement on the assessment may be viewed as improvement to the program as a whole. The Action Steps section is intended to be used to document the steps the district will take to improve services to ELLs and meet the goals it set in the previous section. The steps are to be reviewed by the team periodically and modified if it is determined that they are ineffective. The last section is the monitoring section. The team should monitor the plan periodically to determine its effectiveness in reaching the target goals and improvement in services to ELLs. The plan should be considered a working document, with changes in data collection and analysis, action steps, and monitoring an ongoing project.

**1) Establish a Team**

List the names and contact information for the individuals who will serve on the Program Evaluation Team. Additional rows may be added to the chart as needed. Team members should include individuals who have expertise in English language education program requirements, use of funds, achievement data, English language acquisition, and cultural or cultural adjustment issues. Examples of possible team members are indicated below. Bolded roles are required. Non-bolded roles are to be considered, depending on the district and its needs or resources. Examples of other possible roles to be included are Title III Director/Coordinator, Migrant coordinator, Homeless liaison, and budget or fiscal personnel.

<b>Program Evaluation Team</b>			
<b>Role</b>	<b>Name</b>	<b>E-mail address</b>	<b>Phone number</b>
<b>Superintendent/ Assistant Superintendent</b>			
<b>Principals/ Assistant Principals</b>			
<b>Regular education teacher</b>			
Special Education teacher			
Guidance counselor			
Parents/parent liaison			
Early Childhood staff			
<b>ELL Director/Program Coordinator (or ESL Teacher)</b>			
Testing Coordinator			
Intake Specialist			
<b>Data Analyst</b>			

## 2) Gather and Organize Data

Gathering data for a program evaluation will come from a number of resources. It is necessary to gather both qualitative and quantitative data in order to obtain a broad view of the ELE program. The information requested in this program evaluation will likely be information already gathered for other purposes. The type of information gathered should be that which impacts ELLs' performance in school in some way. Tables are provided in the appendix that are intended to help the district decide which information to gather and analyze. The type of information gathered does not have to be limited to assessment data, as we know that other factors aside from academic instruction and performance on tests also impact a child's learning. The ACCESS assessment, however, provides an objective description of how ELLs are acquiring the English language and to what extent language impacts their learning in core academic classes.

In the box below, please check the areas for which data will be gathered. The ACCESS is used to document progress in obtaining proficiency in English and to indicate, in part, whether an ELL is proficient in English and is ready to be re-classified as a non-ELL. There are a number of types of data that can be gathered from the ACCESS.

Performance in the content areas and on the MCAS/PARCC assessments may also be largely due to a student's English proficiency, and not content area comprehension. For this reason, the Language of Math, the Language of Language Arts, etc. is listed below as an area for which to gather information.

MCAS/PARCC content areas are also listed in order for districts to gather information about student performance in the content areas, which may differ from student performance in the language of the content (as measured by ACCESS).

Other types of data to gather include: student demographics; teacher demographics; program information; graduation and dropout rates; retention rates; ELL access to services and courses such as special education, honors, and advanced placement; ELL participation in extracurricular activities, school/district level cultural competency, etc. Tables intended to assist in organizing some of these data are found in the appendix.

- ACCESS**
- Reading
  - Writing
  - Speaking
  - Listening
  - MCAS/PARCC Math
  - MCAS/PARCC Language Arts
  - MCAS/PARCC Science
  - Parent Engagement/Communication
  - Equal access to extracurricular activities, support services, honors, and specials/electives
  - Other: \_\_\_\_\_
- Growth to Proficiency (AMAO 1)
  - Number or percent proficient (AMAO 2)
  - Participation on ACCESS
  - Participation on MCAS/PARCC (by area)
  - Professional development for staff
- Language of Math
  - Language of Language Arts
  - Language of Social Studies
  - Language of Science
  - Cultural Competency
  - Graduation Rate
  - Dropout Rate
  - Staff Qualifications
  - Identification and Services Provided

In the box below describe how data for the areas checked above will be gathered. For example, surveys (whom did you survey, what did you ask), assessments, expense sheets and budget reports, professional development, staff qualifications or endorsements, staff to student ratios, type of support or ELE program, etc. Rows may be added as necessary.

Checked area	How data will be gathered	What data sources will be used
<i>Parent engagement</i>	<i>survey</i>	<i>Survey of parents not attending parent/teacher conference, by language.</i>

### 3) Analyze the Data, Part A

Analyze the data gathered in 2) Gather and Organize Data and in the tables in the appendix to determine how and why strengths and challenges exist. Results from this data analysis process will be used to inform goal setting and action planning. Data can be both qualitative and quantitative.

A. Identify the district's strengths in helping ELLs acquire English language proficiency and achieve academic success in the areas marked by the checkboxes below, and include strengths from analysis of the data from the tables in the appendix and other sources.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> ACCESS   | <input type="checkbox"/> Growth to Proficiency (AMAO 1)        | <input type="checkbox"/> Language of Math                     |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Number or percent proficient (AMAO 2) | <input type="checkbox"/> Language of Language Arts            |
| <input type="checkbox"/> Writing  | <input type="checkbox"/> Participation on ACCESS               | <input type="checkbox"/> Language of Social Studies           |
| <input type="checkbox"/> Speaking   | <input type="checkbox"/> Participation on MCAS/PARCC (by area) | <input type="checkbox"/> Language of Science                  |
| <input type="checkbox"/> Listening  | <input type="checkbox"/> Professional development for staff    | <input type="checkbox"/> Cultural Competency                  |
| <input type="checkbox"/> MCAS/PARCC Math  |  | <input type="checkbox"/> Graduation Rate                      |
| <input type="checkbox"/> MCAS/PARCC Language Arts   |  | <input type="checkbox"/> Dropout Rate                         |
| <input type="checkbox"/> MCAS/PARCC Science   |  | <input type="checkbox"/> Staff Qualifications                 |
| <input type="checkbox"/> Parent Engagement/Communication  |  | <input type="checkbox"/> Identification and Services Provided |
| <input type="checkbox"/> Equal access to extracurricular activities, support services, honors, and specials/electives |  |   |
| <input type="checkbox"/> Other: _____   |  |   |

In the rows below, describe the possible reasons as determined by the data analysis, for the success in the areas identified in the checked boxes above. Rows may be added as necessary.

Checked area	Possible reasons

**3) Analyze the Data, Part B**

B. Identify the district’s challenges in helping ELLs acquire English language proficiency and achieve academic success in the areas marked by the checkboxes below. Also include challenges realized from the data analyzed in the tables included in the appendix and other sources.

<p><b>ACCESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> MCAS/PARCC Math</li> <li><input type="checkbox"/> MCAS/PARCC Language Arts</li> <li><input type="checkbox"/> MCAS/PARCC Science</li> <li><input type="checkbox"/> Parent Engagement/Communication</li> <li><input type="checkbox"/> Equal access to extracurricular activities, support services, honors, and specials/electives</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Growth to Proficiency (AMAO 1)</li> <li><input type="checkbox"/> Number or percent proficient (AMAO 2)</li> <li><input type="checkbox"/> Participation on ACCESS</li> <li><input type="checkbox"/> Participation on MCAS/PARCC (by area)</li> <li><input type="checkbox"/> Professional development for staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Language of Math</li> <li><input type="checkbox"/> Language of Language Arts</li> <li><input type="checkbox"/> Language of Social Studies</li> <li><input type="checkbox"/> Language of Science</li> <li><input type="checkbox"/> Cultural Competency</li> <li><input type="checkbox"/> Graduation Rate</li> <li><input type="checkbox"/> Dropout Rate</li> <li><input type="checkbox"/> Staff Qualifications</li> <li><input type="checkbox"/> Identification and Services Provided</li> </ul>
--	--	---

Describe in the rows below the possible reasons, as determined by the data analysis, for the lack of success in the areas identified in the checked boxes above. Rows may be added as necessary.

Checked area	Possible reasons

#### 4) Set the Target

Based on the district’s data analysis, check the areas in the box below that will be addressed in an effort to improve the ELE program. Next, write a target for meeting each of the goals to improve the program.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> ACCESS   | <input type="checkbox"/> Growth to Proficiency (AMAO 1)        | <input type="checkbox"/> Language of Math                     |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Number or percent proficient (AMAO 2) | <input type="checkbox"/> Language of Language Arts            |
| <input type="checkbox"/> Writing  | <input type="checkbox"/> Participation on ACCESS               | <input type="checkbox"/> Language of Social Studies           |
| <input type="checkbox"/> Speaking   | <input type="checkbox"/> Participation on MCAS/PARCC (by area) | <input type="checkbox"/> Language of Science                  |
| <input type="checkbox"/> Listening  | <input type="checkbox"/> Professional development for staff    | <input type="checkbox"/> Cultural Competency                  |
| <input type="checkbox"/> MCAS/PARCC Math  |  | <input type="checkbox"/> Graduation Rate                      |
| <input type="checkbox"/> MCAS/PARCC Language Arts   |  | <input type="checkbox"/> Dropout Rate                         |
| <input type="checkbox"/> MCAS/PARCC Science   |  | <input type="checkbox"/> Staff Qualifications                 |
| <input type="checkbox"/> Parent Engagement/Communication  |  | <input type="checkbox"/> Identification and Services Provided |
| <input type="checkbox"/> Equal access to extracurricular activities, support services, honors, and specials/electives |  |   |
| <input type="checkbox"/> Other: _____   |  |   |

**Goal 1: What target will the district set to ensure that the number and percent of students making progress in English proficiency meets the target set by the State?**

Increase the percent of ELLs in the district who meet or improve their Student Growth Percentile on ACCESS (SGPA) by \_\_\_\_% by \_\_\_\_ (date).

OR

Reduce the gap between district results and State expectation of the percent of ELLs meeting their SGPA by \_\_\_\_% by \_\_\_\_ (date).

OR

Maintain the district’s student SGPAs in accordance with State expectations.

**Focus Areas:**

The district will focus on the following areas in order to meet this goal (to address the checked boxes from above):

- 
- 
-

**Goal 2: What target will the district set in order to ensure that the number and percent of students achieving fluency in English meets the State expectation?**

Increase the percent of ELLs in the district who achieve fluency by \_\_\_\_% by \_\_\_\_ (date).

OR

Reduce the gap between district results and State expectation of the percent of ELLs achieving fluency by \_\_\_\_% by \_\_\_\_ (date).

OR

Maintain the percent of ELLs achieving fluency in accordance with State expectations.

Focus Areas:

The district will focus on the following areas in order to meet this goal (to address the checked boxes from above):

- 
- 
- 

**Goal 3: What target(s) will the district set in order to ensure it is reducing the proficiency gap between the district's ELL subgroup and the general student population on the content assessments (MCAS/PARCC)?**

Increase the district's cumulative PPI by \_\_\_\_ points by \_\_\_\_ (date).

OR

Reduce the gap between district results and State expectation of the cumulative PPI by \_\_\_\_ points by \_\_\_\_ (date).

OR

Maintain the cumulative PPI for the ELL subgroup in accordance with State expectations.

Focus Areas:

The district will focus on the following areas in order to meet this goal (to address the checked boxes from above):

- 
- 
- 

**Goal 4: Target for improvement of other areas identified in the data analysis.**

The district will address the following topic(s) (from checked boxes above) in order to meet this goal.

(Topic to be Addressed) \_\_\_\_\_ by \_\_\_\_\_ (Amount of Improvement Expected)

by \_\_\_\_\_ (Method or Manner of Improvement) by \_\_\_\_\_ (date).

(Topic to be Addressed) \_\_\_\_\_ by \_\_\_\_\_ (Amount of Improvement Expected) by \_\_\_\_\_ (Method or Manner of Improvement) by \_\_\_\_\_ (date).

Focus Areas:  
 The district will focus on the following areas in order to meet this goal (to address the checked boxes from above):

**5) Action Plan**

Describe the action steps to be taken in order to address the four goals set by district in 4) Set the Target. Rows for actions may be added or deleted as needed.

**Goal 1:** Copy the Goal and Target that the district has set in 4) Set the Target above here.

Indicate what actions the district will take in order to meet the target set for improving progress in acquiring English proficiency. The district will take the following actions in order to meet the target set for this goal.

For each of the focus areas checked for the targets above, describe in the spaces below:  
 Checked area – Which of the checked boxes will be a focus area for the upcoming year (restate here)?  
 Action Step – What step(s) will the district take to ensure the focus area is addressed?  
 Indicator(s) of Success –How will success be measured?  
 Person(s) Responsible – Name(s) of the person(s) who will be responsible for ensuring the action steps are completed successfully.  
 Timeline – When will the action step(s) be started and what are the expected intervals of action?

Focus Area	Action Step	Indicator of Success	Person Responsible	Timeline

**Goal 2:** Copy the Goal and Target that the district has set in 4) Set the Target above here.

Indicate what actions the district will take in order to meet the target set for increasing the percent of students achieving English proficiency. The district will take the following actions in order to meet the target set for this goal.

For each of the focus areas checked for the targets above, describe in the spaces below:  
 Checked area – Which of the checked boxes will be a focus area for the upcoming year (restate here)?  
 Action Step – What step(s) will the district take to ensure the focus area is addressed?  
 Indicator(s) of Success –How will success be measured?  
 Person(s) Responsible – Name(s) of the person(s) who will be responsible for ensuring the action steps are completed successfully.  
 Timeline – When will the action step(s) be started and what are the expected intervals of action?

Focus Area	Action Step	Indicator of Success	Person Responsible	Timeline

**Goal 3:** Copy the Goal and Target that the district has set in 4) Set the Target above here.

Indicate what actions the district will take in order to meet the target set for ensuring ELLs are proficient in the content area assessments. The district will take the following actions in order to meet the target set for this goal.

For each of the focus areas checked for the targets above, describe in the spaces below:  
 Checked area – Which of the checked boxes will be a focus area for the upcoming year (restate here)?  
 Action Step – What step(s) will the district take to ensure the focus area is addressed?  
 Indicator(s) of Success –How will success be measured?  
 Person(s) Responsible – Name(s) of the person(s) who will be responsible for ensuring the action steps are completed successfully.  
 Timeline – When will the action step(s) be started and what are the expected intervals of action?

Focus Area	Action Step	Indicator of Success	Person Responsible	Timeline

**Goal 4:** Copy the Goal and Target that the district has set in 4) Set the Target above here.

Indicate what actions the district will take in order to meet the target set for improving other areas identified from the data analysis.

The district will take the following actions in order to meet the target set for this goal.

For each of the focus areas checked for the targets above, describe in the spaces below:  
 Checked area – Which of the checked boxes will be a focus area for the upcoming year (restate here)?  
 Action Step – What step(s) will the district take to ensure the focus area is addressed?  
 Indicator(s) of Success –How will success be measured?  
 Person(s) Responsible – Name(s) of the person(s) who will be responsible for ensuring the action steps are completed successfully.  
 Timeline – When will the action step(s) be started and what are the expected intervals of action?

Focus Area	Action Step	Indicator of Success	Person Responsible	Timeline

## 6) Monitoring

Gather the team together periodically to review the data used to set the targets and any new data that have been gathered as relate to completing the goals. Indicate by action step, the date of monitoring, the effectiveness of the action step, any challenges identified and whether any modifications to the action steps may be needed. Rows may be added as needed.

Action Step	Date of Monitoring	Effectiveness	Challenges	Modifications Needed


## Appendix

Used in conjunction with the self-assessment and the coordinated program review document, this program evaluation will assist districts and schools in determining areas of strength and challenge in terms of services provided to ELLs. To assist in reviewing and analyzing data, the following tables have been provided for district and school use. Other similar tables may be created by the district in order to document surveys or other sources of information regarding steps the district takes to serve ELLs and support teachers.

Information to be gathered for the program evaluation can also be found on line using the District Analysis, Review and Assistance Tool (DART) at <http://www.doe.mass.edu/apa/dart/>, the ACCESS reports provided to the district in the summer months, the district data gathered for the Coordinated Program Review visit or mid-cycle review using the self-assessment, surveys, and any other sources currently in use by the district.

In attempting to determine whether a district’s ELE program is appropriate and effective, there first has to be a proper identification of the students being served. Table 1 is intended as a tool for districts to use as a way of understanding whether identification of ELLs is appropriately accomplished and whether there is sufficient ability to communicate with parents and students. For information and guidance pertaining to the questions in Table 1, see the “*Transitional* Guidance on Identification, Placement, Assessment, and Reclassification of English Language Learners” document at: [http://www.doe.mass.edu/ell/guidance\\_laws.html](http://www.doe.mass.edu/ell/guidance_laws.html).

**Table 1: Questions to consider in analyzing the process of identifying and placing students**

1. How does the district ensure that each student completes a Home Language Survey?
2. If a Home Language Survey indicates a language other than English, how are appropriate personnel notified of the need to test the student for English proficiency?
3. Who reviews the Home Language Survey to determine whether a student should be assessed for English proficiency?
3. Who administers the language proficiency assessment if it is determined that there is a need to screen for English proficiency?

4. Does the district utilize the State mandated placement test?
5. Are staff trained in the placement test's use and interpretation?
6. Who interprets the assessment and determines program placement?
7. Who is charged with ensuring that parent notification of a child's placement in an ELE program takes place and is documented? Are notifications sent in a language parents can understand? How does the district/school know the preferred languages of parents (written and spoken)? What else is done to reach parents?
8. How are proficiency assessment/screener results communicated to classroom teachers of ELLs? Is there opportunity for collaboration and planning among the ELLs' teachers to ensure that there is a seamless plan for instruction of the ELLs?
9. How well is language instruction aligned with the academic language and core curriculum goals of the content areas? Does the district have an ESL curriculum? Is it aligned to the Massachusetts Curriculum Frameworks and does it integrate WIDA standards?
10. What are the district's criteria for exiting ELE services? Are students supported after exit? In what ways? For how long?

11. How are students monitored, and who is charged with ensuring that monitoring occurs according to the district monitoring criteria and procedures?

Table 2 addresses identification of the possible needs for services to be provided to students in special populations. Students who are immigrant, homeless, migrant, refugee, etc. may also be ELLs. These and similar special student populations require additional support beyond linguistic proficiency. Districts will need to ensure students receive advocacy and understanding of their special needs and circumstances in order to provide appropriate education and receipt of any supports or services they are entitled to under state and federal laws. In order to compose a picture of the level of service and coordination among various staff in the district designed to serve these special populations, consider what documentation exists for coordination with special populations and staff working with them in the district.

**Table 2: Questions to consider in determining level of services for ELLs also identified as in need of other special services**

1. Of the homeless population, how many are ELL and how are their special needs (homelessness and ELL) being met?
2. Of the students eligible for special education, how many are ELL and how are their needs being met?
3. Does the district have a migrant population? If so, how many are ELL and how are their needs being met?
4. Does the district have a population served through Title ID (Neglected and Delinquent)? If so, how many are ELL and how are their needs being met?
5. Does the district have a refugee population? If so, how are their needs (refugee and ELL) being met?

6. Does the district have a recent immigrant population? If so, how are their needs being met (remember that not all recent immigrants are ELLs, but most may experience a cultural adjustment period).
7. Describe the strategies and activities the district will use to coordinate local, state, and federal educational programs that provide services to special student populations such as homeless, migrant, SPED, neglected and delinquent, and refugee.
8. Describe the progress made by special student populations in learning the English language and meeting challenging State academic content and student academic achievement standards (ACCESS or MCAS/PARCC results, number and type of interventions needed, reductions in referrals for outside services, etc.).
9. What professional development have teachers and school staff had for working with these populations? How frequent and varied is the professional development?
10. What community resources/parent groups are available to learn more about the needs of students from these populations?
11. Does a district representative go to parents' homes to visit if parents cannot come to school functions or conferences?
12. Is communication consistently sent home to parents in a language they understand at ALL grade levels? What languages do the students speak (DART or SIMS), and are there appropriately trained interpreters available for students or for parents? Are good quality translations of school information and reports available to parents?

13. Is there a warm, welcoming environment at the school?
---

Suggestions for providing opportunities for understanding special populations:

- Healthcare - how is health care is provided in America, where to go for services, when is an Emergency room visit necessary and when is the doctor’s office or clinic appropriate, where to obtain prescriptions, which medications require a prescription and which are over-the-counter, which drugs are legal in America, how health insurance works and who has to have it?
- Acculturation - even when parents and students speak English, cultural adaptation can be very challenging for those new to the U.S. The district should take steps to ensure that immigrant students are provided with information about counseling, advocacy, and awareness of rights and responsibilities of living in the US. In addition, parents of some students or ELLs may not always have the linguistic capacity or the time due to work demands or other commitments to visit the school or be active members of committees. Therefore, it may benefit the district to reach out to community liaisons to gather information about how to best communicate with immigrant/refugee/migrant parents and serve immigrant children.
- Driving – traffic and driving safety and where to obtain a drivers license, car insurance, use of seatbelts, use of helmets for bicycles and motorcycles, what is needed in order to obtain a driver’s license, who needs to have a driver’s license, car insurance requirements, where to go for Driver’s Ed.
- School - when/how will parents be notified of snow days or safety concerns, is there a meeting to discuss the school handbook?
- Living - where to find services such as tenant-landlord relations, housing authority, places of worship, groceries for preferred dishes, voting registration – who is eligible and for which elections?
- Security and Public Safety - police department, how to recognize and respond to officers, and when to call the police or 911.

Table 3 identifies the number of teachers of ELLs and how many are appropriately licensed. Similar tables can be found in the OELAAA forms in the back of the Coordinated Program Review document. Many of the tables below should be completed for each building, as well as district level by grade in order to determine where strengths and challenges may lie across the district. Without appropriately licensed staff, students may not be receiving the best level of instruction or type of service to meet their needs.

**Table 3: Teacher Information**

Grade level	# ELLs	# ESL licensed teachers	# SEI endorsed Teachers	% of ELLs not served by ESL licensed teacher	% of ELLs not served by appropriately licensed teacher
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
12+					

Questions to consider: Does the school have an appropriate number of SEI endorsed teachers? Do ESL teachers have regular and frequent meetings with SEI endorsed (or non-SEI endorsed) content teachers about the ELLs in their classrooms? Do ELLs have access to counselors (guidance and other) to discuss career planning, culture shock, bullying, etc that they may be able to assist students with in a language they can understand?

Table 4 is intended for districts to consider how ELLs are served by program type. By looking at the number served in each program type, it may provide some insight as to whether resources are placed appropriately and, together with Table 5, whether the program type is effective in increasing the English language proficiency level of ELLs. Combined, the data are intended to show what conclusions can be made for whether a program type is best meeting the needs of ELLs and the district.

**Table 4: Program Demographics**

	<b># Identified ELL Students</b>	<b># Served through SEI (ESL and sheltered content instruction)</b>	<b># Served through Two-way Dual Language</b>	<b># Served by Transitional Bilingual Education</b>	<b># Served by other program type</b>	<b># Not Served in an ELE program</b>
<b>Pre-K</b>						
<b>K</b>						
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						

<b>12</b>						
<b>Post-secondary</b>						

Other program type information to consider in a similar manner: Is there a Pre-K program in the district? If so, for what ages? Do ELLs participate in the Pre-K program? Is the Pre-K program English only, English with support, or dual language? Is there a correlation between children in Pre-K services and time in ELE services in later grades, or a correlation with proficiency on MCAS? Does proficiency in later grades vary by the type and amount of English language support provided in Pre-K? Do ELLs or their parents have access to native language reading material? Are parents of Pre-K or lower elementary ELLs encouraged to read to their children (either in English or in their native language)? Can reading material be taken home for parents to read with their child?

Districts should consider whether ELLs are receiving appropriate instruction as outlined in the *Transitional* Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, found here:

[http://www.doe.mass.edu/ell/guidance\\_laws.html](http://www.doe.mass.edu/ell/guidance_laws.html). Also, Do ELLs have access to the regular classroom/materials, etc? Do ELLs receive any accommodations on assessments that may support their language development as they learn content? Do all teachers have access to WIDA training and are they implementing the training in the classroom? Do teachers understand language objectives and are they implementing them? Is there an ESL curriculum? Is the ESL curriculum enhanced with the WIDA standards and does it follow the Massachusetts Curriculum Frameworks?

Please see the OELAAA forms in the back of the “Coordinated Program Review Procedures: School District Information Package” to assist in analyzing the appropriateness of services for different program types, information about teacher qualifications in different program types, and more.

Table 5 is intended for districts that have more than one ELE program in practice. The table is to be used to visually compare the program types and the percent of ELLs achieving their targeted growth-to-proficiency in each. If there is a significantly lower growth-to-proficiency in one program than another, consider how to make improvements to that program or consider eliminating it due to ineffectiveness. When looking at these data it is important to remember what research says about different program types. Some program types allow ELLs to increase proficiency quickly, then taper off, whereas others allow ELLs to demonstrate increased proficiency more slowly over time with increased retention of proficiency. It is important to weigh factors such as this as well as the desires of parents and the importance of native language proficiency maintenance before making any decisions about the effectiveness of the programs.

**Table 5: Increased proficiency**

<b>Percent of ELLs demonstrating growth-to-proficiency by program type*</b> <i>Because of district size and student demographics, not all districts will have a choice of ELE programs.</i>					
	<b>SEI (ESL and sheltered content instruction)</b>	<b>Two-way Dual Language</b>	<b>Transitional Bilingual Education</b>	<b>Other</b>	<b>Not served in an ELE program</b>
<b>K</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					

\*as measured by the ACCESS in grades K-12.

Table 6 is intended to provide a quick visual reference of the performance of ELLs and the general population on the MCAS/PARCC. Of course, consideration should be made for the length of time ELLs have had the opportunity to participate in ELE programs. By definition ELLs are still learning the language and therefore should not be expected to be proficient with the use of the language of

the tests. However, it may shed light on how well ELLs and non-ELLs perform on the assessments and provide information to districts regarding whether attention should be paid to one group or another, or one test or another.

**Table 6: Student Performance on MCAS/PARCC**

Grade	Reading		Math		Science/Technology	
	# / % of ELLs at Proficient or Above	# / % of General Population at Proficient or Above	# / % of ELLs at Proficient or Above	# / % of General Population at Proficient or Above	# / % of ELLs at Proficient or Above	# / % of General Population at Proficient or Above
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Table 7 is intended to be used for districts to quickly determine whether ELLs are graduating or dropping out at similar rates as their non-ELL peers. The following table can be used to determine whether there is a group of ELLs who are graduating or dropping out at a rate different from others.

**Table 7. Graduation and Dropout rate comparison**

	<b>Expected Graduation Rate</b>	<b>Actual Graduation Rate</b>	<b>Expected Dropout Rate</b>	<b>Actual Dropout Rate</b>
<b>General Student Population</b>				
<b>ELL Population</b>				
<b>Example: ELLs opted out of services/not in an ELE program</b>				
<b>Example: ELLs in Title III program</b>				
<b>Example: ELLs in SEI program</b>				
<b>Example: ELLs initially served in a Newcomer program</b>				
<b>Example: ELLs in TBE program</b>				
<b>Example: ELLs in TWDL program</b>				

Use the information in the table above to begin thinking about reasons for differences (if any) in success rates. What else can be said about services to these groups? Are parents invited to be actively engaged in their child’s education and staying in school? Is there an ELE program type choice that may better serve students at risk for dropping out or not graduating on time? Are there students with interrupted formal education (SIFE/SLIFE) who may find school more challenging? What can be done to increase graduation rates and decrease dropout rates?

Table 8 is intended to capture information about retention. At each grade level indicate the number of students retained; at the secondary level, indicate the number of students who, at the end of the year, did not have enough accumulated credits to remain on

track for graduation. Also follow up with retained students to determine whether students who were retained graduated with their cohort, dropped out, or were retained again later. Is retaining students helping them to succeed?

**Table 8: Retention**

Grade Level	# and % of Non-ELLs Retained	# and % of ELLs Retained	# and % of Non-ELLs lacking credits to remain on track for graduation	# and % of ELLs lacking credits to remain on track for graduation
Pre-K				
Kindergarten				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Table 9 is intended to provide districts with information regarding ELLs and their access to other programs. Special Education, Advance Placement, and Honors classes are selected here as examples in the chart, but other considerations might be specials classes such as music, art, physical education, etc.

**Table 9: Access to Programs**

	<b>Percent of the General Education Population receiving SPED Services</b>	<b>Percent of the ELL population receiving SPED Services</b>	<b>Percent of the General Education Population in AP Courses</b>	<b>Percent of the ELL Population in AP Courses</b>	<b>Percent of the General Education Population in Honors Classes</b>	<b>Percent of the ELL Population in Honors Classes</b>
<b>Pre-K</b>						
<b>K</b>						
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						

Districts should consider whether the participation of ELLs is proportionate to the general population in these classes and whether ELLs attend “non-core” courses with the same frequency as general education population. Also consider what the participation rate

of ELLs is in extracurricular activities. Are the participation rates proportionate to the general population? Also consider whether children in SPED services may instead be in need of ELE services rather than SPED services.

In summary, consider the data collected and analyzed and discuss with the team what implications there are and what changes may need to take place. Make an action plan for addressing the areas of challenge and for maintaining and expanding where possible the areas of strength.

- 1) Are ELLs appropriately identified and served?
- 2) Does the district have a sufficient number of appropriately licensed teachers? If not, how can this problem be resolved?
- 3) Do the buildings/grades with the most ESL licensed teachers also have the most ELLs?
- 4) Are core content teachers appropriately trained and endorsed in SEI?
- 5) Given the ELE program model provided in the district, do all students receive meaningful services to allow them to increase proficiency in English and in content areas?
- 6) Compared to the general student population, how do ELLs perform on the MCAS tests (by ELE program type)?
- 7) Do all ELLs receive instruction by SEI endorsed teachers in all content areas?
- 8) To what degree are ELLs participating in services and courses such as SPED, AP, and Honors (as well as extracurricular programs and specials)?
- 9) How do ELL graduation and dropout rates compare to non-ELL students?
- 10) To what degree are all staff in the district aware of ELLs' cultures and backgrounds and how to address or understand cultural adjustment?
- 11) Has the district considered cultural competency training for its staff?
- 12) Is communication with parents provided in languages they understand? Are translations and interpreted sessions provided by trained and competent people?
- 13) What action steps will be taken to address challenges? What program changes are recommended for next year or following years?

