

Five Components of an Evaluation of Programs and Services for English Learners

Component 1: EL Program Implementation Information

Overview: Following are questions to consider in collecting and maintaining information needed to determine if your English Learner (EL) program is being implemented in a manner that adheres to the procedural and service provisions adopted by your district and recommended in the evidence base. If your district uses more than one EL program, the evaluation should disaggregate current and former EL students’ performance data by program to ensure that each program’s strengths and weaknesses can be identified and addressed.

Possible data sources to use for citing evidence in Component 1 include procedural documents (e.g., home language survey, assessment procedures, notice letter to EL parents), student enrollment and placement data, student participation data, staff professional development plans, training records, and grievances or complaints made to the district regarding program implementation, service delivery, or access to programs.

Scoring:

- 2 = Yes
- 1 = Partial/In progress
- 0 = No/Not yet
- N/A = Not applicable

Questions to Ask about EL Program Implementation

<i>Question</i>	<i>Score</i>	<i>Evidence (e.g., hyperlink to artifact, data summary)</i>
Is a procedure in place for identifying ELs (e.g., home language survey, screening, assessment, parent notification)?		
Does a process exist for administering the WIDA Access annual language proficiency assessment along with a process for sharing results?		



Is there a plan for how programs and services are provided to all ELs in a way that avoids unnecessary segregation?		
Does a process exist for providing ELs with opportunities to participate meaningfully in curricular, co-curricular, CTE, and extracurricular programs and activities?		
Are there criteria for exiting students from EL program services?		
Are there monitoring practices for current EL students, opt-out ELs, and former EL students?		
Do staff follow procedural and service requirements, including frequency, timeliness, and documentation, to ensure no lapses in EL services?		
Total Score:		



Component 2: Staffing and Professional Development

Overview: Following are questions to consider in determining if school leaders and EL program teachers are well prepared and effectively employing professional learning in the classroom to help ensure that EL programs and services facilitate improved educational outcomes and English language development for ELs.

Possible data sources for Component 2 include teacher certifications, licenses, endorsements, or other qualifications; student assignment to effective educators; topics, schedules, and participants at professional learning opportunities; and walkthrough and observation items specific to EL programming and services.

Scoring:

- 2 = Yes
- 1 = Partial/In progress
- 0 = No/Not yet
- N/A = Not applicable

Questions to Ask about Staffing and Professional Development

Question	Score	Evidence (e.g., hyperlink to artifact, data summary)
Has the district defined and communicated the resources, skills, and knowledge that classroom teachers need to teach academic language skills aligned to content?		
Do classroom teachers have the resources, skills, and knowledge to address the needs of EL students in their classroom?		
Are classroom teachers trained in specific methodologies to provide EL students with meaningful access to the content?		



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If English as a Second Language (ESL) teachers teach in content areas (e.g., math, science), do they have certification in their specific content areas as well as ESL certification?		
Are professional development and follow-up training provided to help ESL and classroom teachers implement the EL program effectively?		
Are direct supervisors trained to evaluate whether ESL teachers are implementing the EL program effectively?		
Are direct supervisors trained to evaluate whether classroom teachers are teaching academic language skills aligned to content?		
Do all EL students receive instruction from effective educators? ¹		
Does the district have a formula/method to determine staffing needs based on EL student enrollment?		
Total Score:		

¹ South Dakota identifies any individual in the first three years of teaching and teaching in an out-of-field area as an ineffective educator.



Component 3: Student Performance Information: English Language Development

Overview: Following are questions that may be considered when evaluating the success of EL programs in meeting English language development (ELD) goals.

Possible data sources for Component 3 include performance on standardized language proficiency tests; English oral, reading, and writing skills, as demonstrated by grades in language development courses; records on length of time from entry to exit from the program; and grades in core classes.

Scoring:

- 2 = Yes
- 1 = Partial/In progress
- 0 = No/Not yet
- N/A = Not applicable

Questions to Ask about English Language Development and Proficiency

Question	Score	Evidence (e.g., hyperlink to artifact, data summary)
English Language Development		
Are EL students on track to exit the EL program based South Dakota’s growth to target method? ²		
Are EL students with disabilities on track to exit the EL program (based on South Dakota’s growth to target method)?		

² <https://doe.sd.gov/essa/documents/19-SDStatePlan.docx> (page 19)



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If ELs are not on track to exit the EL program, are they receiving additional, targeted supports?		
English Language Proficiency		
Do former ELs (who no longer receive EL services) continue to demonstrate English language skills that enable them to successfully manage regular coursework?		
Total Score:		



Component 4: Student Performance Information: Academic Content

Overview: This area addresses whether EL students are demonstrating progress in grade-level academic content and are not incurring irreparable academic deficits. The following are questions that may be appropriate to consider when evaluating program success in the area of academic performance.

Possible data sources for Component 4 include performance on standardized achievement tests and curriculum-based measures, parental feedback, grades in core classes, graduation and drop-out rates, inclusion in special programs (e.g., gifted and talented, magnet), and participation in extracurricular activities.

Scoring:

- 2 = Yes
- 1 = Partial/In progress
- 0 = No/Not yet
- N/A = Not applicable

Questions to Ask about Academic Content

Question	Score	Evidence (e.g., hyperlink to artifact, data summary)
Rate of Academic Progress		
Does the district have guidelines for determining if students are progressing academically in all content areas?		
Are data disaggregated to examine whether EL students are progressing academically in all content areas?		



Comparison to Other Students		
Are EL and former EL students progressing academically at rates comparable to their never-EL peers?		
Are EL and former EL students graduating on time at rates comparable to their never-EL peers?		
Are EL and former EL students represented in special education classes proportionately to their never-EL peers?		
Are EL and former EL students represented in advanced courses proportionately to their never-EL peers?		
Are EL and former EL students represented in extracurricular activities proportionately to their never-EL peers?		
Are barriers to proportionate representation in extracurricular activities, advanced courses, or special education classes based on language factors?		
Total Score:		



Component 5: Analyzing the Information and Identifying Areas for Improvement

Overview: This section provides step-by-step instruction on how to develop an action plan to address the findings from evaluation components 1–4.

Step 1: Prioritize results. Select the component with the lowest score.

Step 2: Review component prioritized for action planning. Review each area scored as “0” or “1” in the prioritized component. Consider the following questions in your review:

- Were adequate resources allocated to the area of concern?
- Were the responsible staff adequately trained with respect to their duties?
- Were goals and expectations realistic and communicated to all relevant staff?
- Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
- Does the concern 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?

Step 3: Create an action plan. The following template and checklist of elements may be useful as you create a comprehensive action plan for the prioritized component:

- What is the goal (description of a destination)?
- What is an objective (measure of the progress that is needed to get to the destination)?
- What activities will help in reaching the goal and objective?
- Have staff been assigned specific responsibility for activities?
- Has a schedule of beginning and ending dates been established for the activities?
- Have adequate resources been assigned? Have targeted outcomes been identified (i.e., specific skills or competencies that can be achieved or acquired by the successful completion of the goal)?



Component:					
Question:					
Goal:					
Objective:					
Activity	Person(s) Responsible	Begin Date	End Date	Resources	Target Outcomes
Objective:					
Activity	Person(s) Responsible	Begin Date	End Date	Resources	Target Outcomes



Objective:					
Activity	Person(s) Responsible	Begin Date	End Date	Resources	Target Outcomes
Evaluation Plan					