

CHAPTER 9

ESSA
UPDATE
INCLUDED*

TOOLS AND RESOURCES FOR EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

This is the ninth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

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.
- 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 ESEA accountability purposes.
- When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, SEAs and LEAs must modify the EL program.



Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and parity of participation in the standard instructional program, comparable to their never-EL peers, within a reasonable period of time. Research shows that effective academic programs for ELs eliminate achievement gaps by providing cohesive, sustained systems of support (Valentino & Reardon, 2014; Baker et al., 2014; Calderón, Slavin, & Sánchez, 2011). Another key element of effective

EL programs is full access to academic, grade-level content. This access facilitates ELs' exiting from EL programs when they achieve English proficiency within a reasonable period of time, participating meaningfully in classes without EL services, and graduating prepared for college and careers.

To determine the effectiveness of an LEA's EL program, an LEA must periodically evaluate its EL programs. Indeed, evaluation should be integrated into all EL program

*This chapter has been updated to reflect changes to the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*. The U.S. Department of Education has released a non-regulatory guidance (NRG) about ELs and *Title III* of the *ESEA* that is available at <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguideenglishlearners92016.pdf>. The text of *ESEA*, as amended by *ESSA*, can be found at <http://www2.ed.gov/documents/essa-act-of-1965.pdf>.

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



activities and focus on policies, procedures, programs, practices, resources, staffing, and student outcomes.

Student achievement data is necessary to determine an EL program's effectiveness and ensure compliance with SEA and federal reporting requirements. An evaluation of an EL program should not be limited to data required for *ESEA* accountability purposes; it should be continuous and include multiple data points on ELs. If an LEA or SEA has more than one EL program, data should be disaggregated, by program, to determine if each is effective. The data should be gathered, analyzed, and used to change or modify the EL program and services, as appropriate. Schools can also use individual student achievement data to inform decisions about appropriate instruction and interventions.

Exhibit 1 displays data elements for SEAs, LEAs, and schools to collect in order to determine how ELs are progressing academically, whether the EL program provides ELs with equal opportunities to participate in all other programs and activities, as well as whether any achievement gaps exist between former ELs and their never-EL peers.

Meaningful EL evaluations include longitudinal data that compares the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program over time. Longitudinal data is especially important in evaluating the success of each EL program, given the ever-changing nature of the EL student population. Comprehensive longitudinal monitoring and evaluation will help LEAs and schools determine if ELs are (1) meeting college- and career-ready standards;

Exhibit 1: Data Elements for Evaluating and Monitoring Programs for English Learners

- Scores on state and local assessments
- Scores on annual English language proficiency tests
- Grades in content courses
- Retention in grade
- Reclassification/exit rates
- Graduation and dropout rates
- Participation rates in gifted and advanced courses (e.g., honors, Advanced Placement (AP), gifted and talented, and International Baccalaureate (IB) courses)
- Enrollment rates in pre-kindergarten, magnet, and other choice programs
- Enrollment rates in special education and related services
- Mobility and attendance rates
- Participation in extracurricular programs
- Suspension rates
- Other indicators of college and career readiness

(2) participating in, and performing comparably to their never-EL peers in, the standard instructional program; (3) accessing the same curricular and extracurricular opportunities as their never-EL peers; and (4) exiting EL programs at appropriate rates (Hill, 2012).

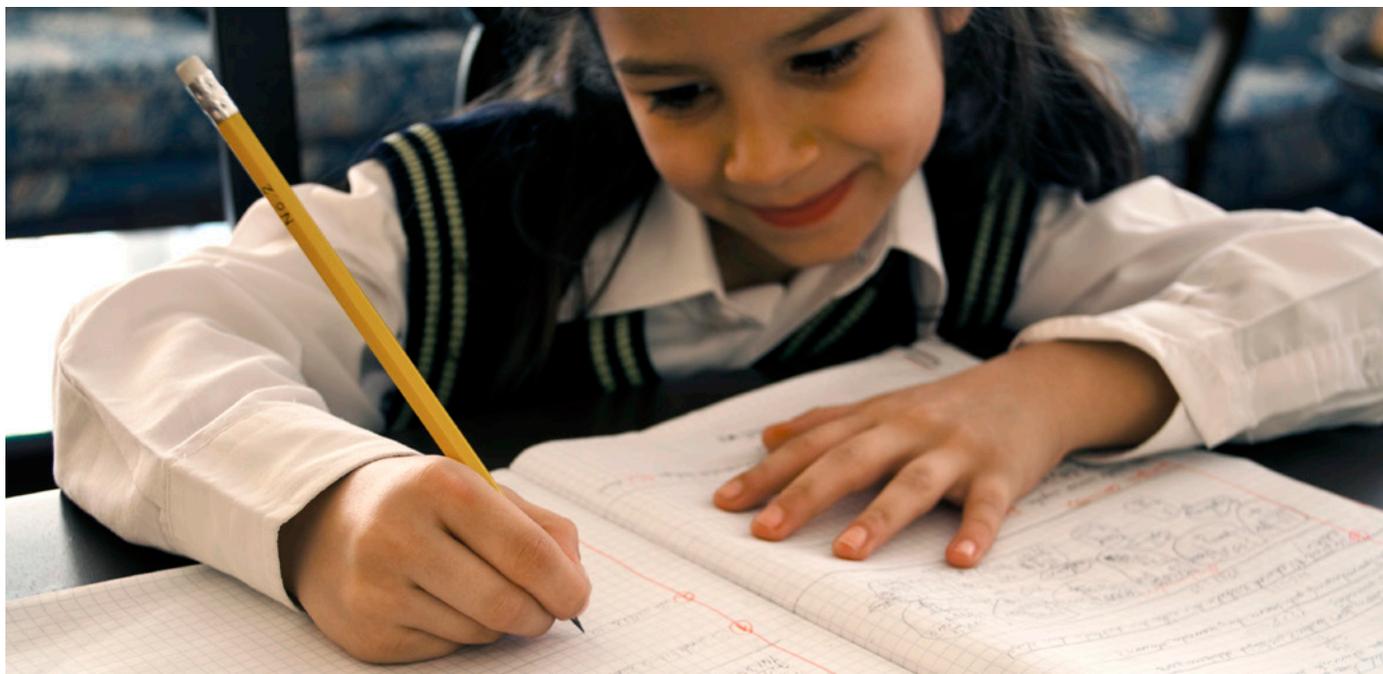
If evaluations show that EL programs are not effective, the LEA must make appropriate programmatic changes.

ESSA UPDATE

Title III of the ESEA, as amended by ESSA, requires LEAs and SEAs to report on a variety of key EL-related measures (see Sections 3121 and 3122) that can be used to improve local or state programs for ELs. However, evaluation of an EL program should not be limited to data required for ESEA accountability purposes.

The following checklist is intended to assist with evaluating programs and services for ELs. The checklist provides suggested questions only. Schools and LEAs should check their SEA's policies and federal guidance to ensure compliance.

- ★ 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, etc.) as their never-EL peers?
 - ★ 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., via valid and reliable standardized tests), and graduation, drop-out, 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?
 - ★ Is the LEA tracking data of former ELs over time and is it able to compare that data to that 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 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?



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EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

TOOLS

The U.S. Department of Education does not mandate or prescribe particular curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links included here were verified on August 19, 2015.

The following tools are intended to assist schools, LEAs, and SEAs in evaluating EL programs and services. The tools provide guidelines and specific examples of program elements to evaluate.

Tool #1, Evaluating Programs and Services for English Learners, offers suggested topics and questions for EL program evaluation.

Tool #2, Improving SEA Systems to Support All Students, provides information that may assist SEAs in sustaining reform efforts, including those focused on ELs.

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.



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TOOL #1

EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS

It is important that evaluations of EL programs and services focus on overall and specific program goals. The goals should address expected progress in English language development and core-content instruction. SEAs and LEAs are encouraged to develop continuous evaluation systems that align with both program design and the needs of EL students in each state or community.

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.

A. EL Program Implementation Information

Overview: Following are questions to consider in collecting and maintaining information needed to determine whether all aspects of an LEA's EL program(s) are being evaluated. Where an LEA 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, as needed.

Questions to Ask About EL Program Implementation:

1. Does the evaluation cover all procedural and service provision requirements set forth in the LEA's EL plan, including
 - the identification/screening process?
 - the student assessment process, including the annual ELP assessment?
 - the provision of EL programs and services to all EL students in ways that avoid the unnecessary segregation of EL students?
 - the provision of qualified staff and resources consistent with EL program design?
 - equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular?
 - following appropriate criteria for exiting students from EL program services?
 - the implementation of monitoring practices for current EL students, including opt-out ELs, and former EL students who have transitioned from EL program services?
2. Is the information collected on each EL program element being assessed with reference to the specific requirements of the district's EL plan? For example, when looking at the process for identifying potential EL students, does the evaluation determine whether the LEA has followed the established plan for identifying potential EL students with a home language survey (HLS) and timely referral for an ELP assessment?
3. Does the evaluation determine whether staff are adequately trained and have followed applicable procedural and service requirements, including frequency, timeliness, and documentation to ensure no lapses in EL services?

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TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

Possible Data Sources:

- file and record reviews (e.g., date of enrollment, HLS, assessment, placement, notice letter to EL parent)
- staff interviews and surveys
- enrollment data in advanced, gifted, and special education courses; choice programs, like magnets; extracurricular activities
- input from parents, student surveys, or focus group meetings
- grievances or complaints made to the district regarding program implementation, service delivery, or access to programs

B. Staffing and Professional Learning

Overview: The following questions will be helpful to ask to determine 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.

Questions to Ask About Staffing and Professional Learning:

1. Do classroom teachers have the resources, skills and knowledge to address the needs of EL students in their classroom?
2. Are content teachers trained in specific methodologies to provide EL students with meaningful access to the content?
3. If English as a Second Language (ESL) teachers teach in content areas, do they have certification in their specific content areas, as well as ESL certification?
4. Does the LEA provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively?
5. Are administrators who evaluate EL program staff adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom?
6. Does the school use mainly paraprofessionals to serve EL students or teachers who are qualified to deliver EL services?

Possible Data Sources:

- copies of required certifications, licenses or endorsements of teachers who instruct ELs, including content-area certification, as appropriate
- list of all paraprofessionals who work with ELs and their qualifications to provide support to ELs
- classroom observations
- class lists and description of how ELs are placed in classes (e.g., ESL, bilingual, and supported content instruction)
- topics, schedules, and participants at professional learning opportunities

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TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

C. 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.

Questions to Ask About English Language Development Goals:

1. Rate of English Language Development
 - Are EL students acquiring English language skills in all four language domains (e.g., listening, speaking, reading, and writing) at a pace that is consistent with EL program goals or expectations and with EL students at comparable ages and initial ELP levels?
 - Is the rate of language development compatible with the LEA's objectives for academic progress?
 - Is the language progress of intermediate and advanced ELs or ELs with disabilities stagnating? If so, what supports are these ELs receiving in addition to continued ELD instruction targeted to their language needs?
2. English Language Proficiency
 - How are EL students performing in English language skills compared to the LEA's goals and standards?
 - Are EL students progressing in English language skills so they will be able to successfully manage regular coursework?
 - Do former EL students, who no longer receive English language development services, continue to demonstrate English language skills that enable them to successfully manage regular coursework?

Possible Data Sources:

- performance on standardized achievement tests
- standardized language proficiency tests
- English oral, reading, and writing skills, as demonstrated by grades in language development courses
- year-to-year test scores
- teacher observation
- parental observations and feedback
- records on length of time from entry to exit from the program
- grades in core classes
- graduation rates

Note: Longitudinal data is especially important in evaluating the success of each EL program with respect to whether ELs attain English proficiency within a reasonable time period. Disaggregating data by current ELs, former ELs, and never ELs is particularly useful for assessing whether EL programs enable ELs to attain parity of participation in the standard program within a reasonable time period.

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TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

D. 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.

Questions to Ask:

Rate of Academic Progress

- Are EL students receiving ELD services targeted to their language needs and progressing academically relative to EL program goals or expectations?
- Are EL students learning grade-level core content in addition to English language development?
- Depending upon the LEA's EL program model(s) and goals, are EL students making sufficient academic progress in the core- content areas so that they are either at academic grade level or will be able to "catch up" academically within a reasonable period of time?
- Are middle and high school EL students receiving meaningful access to courses needed to graduate on time?

Comparison to Other Students

- Once EL students have exited EL programs and services, are they able to participate meaningfully in the standard curriculum comparable to their never-EL peers?
- How are EL and former EL students doing, over time, as compared to the academic performance of never-EL students in core-content subjects and with respect to on-time graduation?
- How do the percentages of current ELs, former ELs, and never-ELs compare in special education, advanced courses, and extracurricular activities? Does such access differ by EL program or language background? If there is disproportionate participation, what are the barriers to participation? Are the barriers based on language needs or EL status?
- Are multiple measures used to assess the overall performance of current EL and former EL students in meeting the educational goals the district has established for its EL program?

Note: Longitudinal data is especially important in evaluating the success of each EL program. Disaggregating academic performance data by current ELs, former ELs, and never ELs is particularly useful for assessing whether EL programs enable ELs to attain parity of participation in the standard instructional program within a reasonable period of time.

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TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

Possible Data Sources:

- performance on standardized achievement tests
- year-to-year test scores
- teacher observation
- parental observations and feedback
- records on length of time from entry to exit from program, including the EL student's ELP and age at the time of entry
- grades in core classes
- graduation and drop-out rates
- inclusion of EL students in gifted and talented, as well as other special programs (e.g., magnet programs)
- participation in extracurricular activities
- measures related to meeting state or local school reform goals

Note: Most data should already be available in the LEA's student records. Are data collection and maintenance systems maintained to effectively support this portion of the evaluation? Are data systems maintained that permit EL and former EL students to be compared to never-EL students?

E. Analyzing the Information and Identifying Areas for Improvement

Overview: This section provides information on analyzing the data collected and describes steps to consider in developing an action plan to address the findings from the evaluation. For illustrative purposes, the information is organized into three areas discussed below.

Questions to Ask:

1. Review of Results—Findings and Conclusions

Following are questions that may be considered when compiling, organizing, and summarizing the information collected for each area where the district is not meeting the educational goals it established:

- Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
- 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? Were goals and other program expectations adequately communicated?
- 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?

Note that it may be convenient to organize a written summary of three basic components:

- *Goal or Standard*—Describe program goal or standard where a concern has been identified.
- *Actual Outcome*—Describe what the evaluation demonstrated with respect to shortcomings in achieving the desired goal or standard.
- *Contributing Factors*—Describe factors and circumstances that may have influenced the outcome of the goal or standard (i.e., why was the outcome not as expected?)

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TOOL #1: EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS (CONTINUED)

Questions to Ask (continued)

2. Planning and Designing Modifications and Improvements

The following questions relate to planning and designing corrective measures or improvements tailored to address the specific concerns identified, while promoting the overall success of the program:

- Has a description of the changes been developed (e.g., What procedural and program modifications will be undertaken? Who is expected to be responsible for what? When will the changes be implemented?)
- Has a description of the rationale and objective(s) been developed (e.g., What are the changes expected to accomplish? How will success be measured?)

3. Implementing Program Changes

Once the planned modifications are developed, they can be put in place. Questions about implementation procedures may include:

- Have all stakeholders (i.e., responsible and interested parties) been notified of any program changes?
- Has necessary training been identified? Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

To facilitate the success of the program improvement process, you may wish to consider the following questions:

- *Staff Responsibilities*—Have staff been assigned specific responsibility for activities? Have the assigned staff been granted appropriate authority and have they been provided directions describing responsibilities and expected outcomes?
- *Establishing Schedules*—Has a schedule of due dates been established for key events, action steps, and expectations? Does the schedule provide for prompt actions to afford equal educational opportunities to EL students?
- *Follow-up, as Appropriate*—Has an approach been established to ensure that the process moves forward as expected? Has a person been designated with overall responsibility for the process to ensure its effective implementation?

Adapted from U.S. Department of Education, Office of Civil Rights. (n.d.). Developing programs for English language learners: Resource materials for planning and self-assessments. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html>

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TOOL #2

IMPROVING SEA SYSTEMS TO SUPPORT ALL STUDENTS

Many SEAs have adopted reforms to improve student outcomes and to support all students, including English Learners. States then face the challenge of sustaining these reforms.

SUSTAINABILITY FRAMEWORK

The following tool is an excerpt from the Reform Support Network's Sustainability Rubric: A Tool to Help State Educational Agencies Assess Their Current Efforts to Sustain Reform Strategies to Meet Student Achievement Goals. This guide to the initial stages of planning for sustainable education reform is intended to help SEA leaders sustain the initiatives that have the greatest impact on student achievement. It provides an introduction to the cycle of assessment and planning designed to ensure the continual refocusing and strengthening of efforts to improve how education serves all students, including ELs. This tool is part of a suite of resources from the Reform Support Network. The suite includes an LEA sustainability rubric, a case study, and capstone publications summarizing the lessons learned as well as recommendations from peer states that have used and have helped shape these sustainability resources. These additional resources are located at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html#capacity-building>.

Sustainability Framework Components

Category
(1, 2, 3)

1. Context for Sustaining Reform
 - A. Alignment of the Statewide System
 - i. Align the policy agenda with priority reforms
 - B. Public Value
 - i. Build stakeholder support for priority goals and reforms
 - ii. Build broad public support for priority goals and reforms

Variable
(A, B...)

2. System Capacity
 - A. SEA Capacity
 - i. Align human capital decisions with priority goals and reforms
 - ii. Build a culture of continuous improvement toward priority goals
 - iii. Align organizational structure with priority goals and reforms
 - B. State Capacity
 - i. Extend capacity through partnerships
 - ii. Extend capacity in the field

Element
(i, ii...)

3. Performance Management
 - A. Clarity of Outcomes and Theory of Action
 - i. Set student outcome targets to achieve priority goals
 - ii. Establish a theory of action and strategies for implementing priority reforms
 - iii. Develop plan(s) that align strategies with priority goals
 - B. Alignment of Resources (People, Time, Technology and Money)
 - i. Direct resources to priority reforms
 - ii. Establish clear leadership of priority goals and reforms
 - C. Collection and Use of Data
 - i. Ensure quality data on performance
 - ii. Ensure quality data on implementation
 - iii. Use data to review progress and make mid-course corrections
 - D. Accountability for Results
 - i. Link internal accountability to results
 - ii. Link external accountability to results
 - iii. Engage stakeholders about results

Source: Reform Support Network. (2015, June). *Sustainability rubric: A tool to help state educational agencies assess their current efforts to sustain reform strategies to meet student achievement goals*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/sustainability-rubric-full.pdf>.

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TOOL #3

IMPROVING LEA SYSTEMS TO SUPPORT ENGLISH LEARNERS

Evaluating the effectiveness of EL programs and services is essential for ensuring that LEAs meet the needs of all ELs. The following tool may help LEAs 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

The Promoting Excellence Appraisal System (PEAS) was developed by the George Washington University Center for Equity and Excellence in Education to support higher achievement among ELs. The system comprises seven dimensions and corresponding standards of practice: leadership, personnel, professional development, instructional program design, instructional implementation, assessment and accountability, and parent and community outreach. The following tool is excerpted from one dimension—instructional program design. In this tool, the term “ELL” (English Language Learner) is used to refer to “EL” (English Learner).

Instructional Program Design

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).
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.

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TOOL #3: IMPROVING LEA SYSTEMS TO SUPPORT ENGLISH LEARNERS (CONTINUED)

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.

Source: 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.acps.k12.va.us/curriculum/ell/gwu-report.pdf>

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

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #4

IMPROVING SCHOOL-BASED SYSTEMS FOR ENGLISH LEARNERS

Evaluating the effectiveness of EL programs and services is essential for ensuring that schools meet the needs of all ELs. The following tool may help schools evaluate various aspects of their EL programs and services, collect data, and inform instructional program decisions for ELs.

ENGLISH LEARNER PROGRAM SURVEY FOR PRINCIPALS

Regional Educational Laboratory Northeast & Islands (REL-NEI), administered by the Education Development Center, and the English Language Learners Alliance developed a survey to collect consistent data on EL programs and students. The survey is designed for school principals and covers EL programs, policies, and practices. The survey itself is a multi-page document. Below is an overview of its domains and the information obtained by each domain. Both SEAs and LEAs may wish to use the survey as a planning tool for providing school leaders professional learning opportunities about ELs. "ELL" (English Language Learner) is used to refer to "EL" (English Learner).

THE ENGLISH LANGUAGE LEARNER PROGRAM SURVEY FOR PRINCIPALS

Domain	Information Obtained
Principal characteristics	<ul style="list-style-type: none"> • Characteristics of the responding principal
ELL student population	<ul style="list-style-type: none"> • Percentage of students in school who are ELL students
Former ELL student population	<ul style="list-style-type: none"> • Percentage of students in school who are former ELL students
ELL instructional models	<ul style="list-style-type: none"> • Instructional models used in the school
Responsibility for ELL students	<ul style="list-style-type: none"> • What personnel at the school are responsible for the education of ELL students
ELL professional development	<ul style="list-style-type: none"> • Types of professional development received and types of professional development needed
ELL student monitoring	<ul style="list-style-type: none"> • Whether and how the school monitors the academic achievement and English proficiency of ELL students
Former ELL student monitoring	<ul style="list-style-type: none"> • Whether and how the school monitors the academic achievement of former ELL students
ELL teacher evaluation	<ul style="list-style-type: none"> • School practices regarding the evaluation of ELL teachers and general education teachers with ELL students in their classrooms
Response to intervention for ELL students	<ul style="list-style-type: none"> • How the school uses response to intervention for ELL students

Continued on next page

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TOOL #4: IMPROVING SCHOOL-BASED SYSTEMS FOR ENGLISH LEARNERS (CONTINUED)

Domain	Information Obtained
Challenges to implementation	<ul style="list-style-type: none"> Challenges to implementing the school's ELL program
Familiarity with research	<ul style="list-style-type: none"> Familiarity with research related to instructional practices for ELL students
Familiarity with state guidelines and standards for ELL student education	Familiarity with state guidelines and standards concerning <ul style="list-style-type: none"> ELL entrance and exit criteria ELL program standards ELL students with learning disabilities State ELP assessment State ELP assessment score interpretation
English acquisition	<ul style="list-style-type: none"> Beliefs about how ELL students learn English, including the role of the native language and the importance of academic English
Teaching ELL students and ELL teacher training	<ul style="list-style-type: none"> Beliefs about teaching ELL students and the importance of professional development for ELL teachers and general education teachers with ELL students in their classrooms
Sociocultural issues around educating ELL students	<ul style="list-style-type: none"> Beliefs about the role that socio-cultural factors play in educating ELL students
ELL students and learning disabilities	Beliefs about ELL students and learning disabilities

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

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

EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

RESOURCES

The U.S. Department of Education does not mandate or prescribe particular curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links were verified on September 8, 2015. The list of resources will be updated and revised in the future.

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.acps.k12.va.us/curriculum/ell/gwu-report.pdf>

This resource provides an example of the information collected during an evaluation of an EL program. It illustrates data elements for SEAs and LEAs to consider when making the decisions about actions most likely to improve learning and teaching for ELs.

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://connectingthedots.aft.org/sites/aft/files/documents/i3_Grant-ELL-SWD_Working_Group-Shared_Values_Paper-FINAL-7-3-12.pdf

This brief outlines the necessary conditions for ensuring that all students can become successful learners in general education classrooms. The authors discuss what is necessary in the classroom, as well as in professional practice and development, to ensure that SEAs and LEAs evaluate teachers in ways that advance the learning of all students.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & 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>

This practice guide offers “educators specific, evidence-based recommendations that address the challenge of teaching ELs in the elementary and middle grades: building their ELP while simultaneously building literacy, numeracy skills, and content knowledge of social studies and science. The guide provides practical and coherent information on critical topics related to literacy instruction for ELs, and is based on the best available evidence as judged by the authors.”

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *Future of Children*, 21(1), 103-127. Retrieved from http://www.princeton.edu/futureofchildren/publications/docs/21_01_05.pdf

This article identifies the elements of effective instruction and reviews successful program models for ELs. The authors highlight both comprehensive reform models and individual components of the models. Examples include (1) school structures and leadership; (2) language and literacy instruction; (3) integration of language, literacy, and content instruction in secondary schools; (4) cooperative learning; (5) professional development; (6) parent and family support teams; (7) tutoring; (8) and monitoring implementation and outcomes.

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George Washington University Center for Equity and Excellence in Education. (1994). *Promoting excellence: Ensuring academic success for English language learners—Guiding principles*. Washington, DC: Author. Retrieved from <http://www.cgu.edu/include/guidingprinciples.pdf>

This guide catalogs standards that support educators working with ELs and former ELs. The Promoting Excellence principles are the foundation of the Promoting Excellence Appraisal System, which was used by the George Washington University Center for Equity and Excellence in Education to support SEAs and LEAs in evaluating EL programs.

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>

This guide will help SEA and LEA staff to build evaluations into EL programs and projects. It also explains how to be an informed, active partner with an evaluator to make sure that evaluation improves programs. Appendices include evaluation resources, instruments, and templates.

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

This document includes survey questions for SEAs to use to collect data on (1) school policies and practices for educating ELs; (2) the types of professional development on EL education that principals have received and would like to receive; (3) principals' familiarity with state guidelines and standards for EL education; and (4) principals' beliefs about the education of ELs.

Hill, P., Murphy, P., & Redding, S. (2013, May). The SEA of the future: Leveraging performance management to support school improvement. *Building State Capacity and Productivity Center*, 1(1). Retrieved from http://www.bscpcenter.org/sea/pdf/sea_of_the_future%20_vol_1_052113.pdf

This four-volume publication discusses “how [SEAs] can shift from a compliance to a performance-oriented organization.” Volume titles are:

1. “Leveraging Performance Management to Support School Improvement”
2. “Prioritizing Productivity”
3. “Building the Productivity Infrastructure “
4. “Uncovering the Productivity Promise of Rural Education”

Each volume provides specific strategies for transforming SEAs into more productive organizations.

National Alliance for Public Charter Schools (2013). *Serving English language learners: A toolkit for public charter schools*. Retrieved from http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_ELL_Toolkit_04.02.13_20130402T114313.pdf

This tool kit discusses key federal laws and policies and provides examples of state laws. “It also gives real-world examples from charter schools across the country, and provides a basic framework for conceptualizing, implementing, and monitoring an EL instructional program.... This toolkit discusses the areas that charter schools should consider when serving EL students: school opening, recruitment, admissions, identification and assessment, program requirements, teacher qualifications, exiting students from the program, program monitoring, and parental communication.”

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National Charter School Resource Center. (2014). *Legal guidelines for educating English learners in charter schools*. Houston, TX: Author. Retrieved from http://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/NCSRC%20Legal%20Guidelines%20for%20Educating%20English%20Learners%20in%20Charter%20Schools_FINAL_0.pdf

This report discusses the legal requirements that charter schools need to be aware of as they serve the needs of ELs. "Section I outlines the broad legal framework governing equal educational access for ELs in charter schools as established by federal law. Section II highlights state laws enacted to clarify, extend, or implement federal requirements." Section III "discusses issues related to the availability and quality of available data on ELs in charter schools." Section IV "outlines policy implications at the federal and state levels."

Reform Support Network. (2015, April) *Sustainability rubric: A tool to help state educational agencies assess their current efforts to sustain reform strategies to meet student achievement goals*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/sustainability-rubric-full.pdf>

This rubric is a tool for SEAs to assess their capacities to sustain priority reforms. The rubric comprises three sections (1) "Context for Sustaining Reform," (2) "System Capacity," and (3) "Performance Management," each with multiple variables and elements to measure reform. A four-scale rating (i.e., inadequate, emerging, strong, and exemplary) is used for measurement and the rubric includes "look-fors" for guidance.

Reform Support Network. (2015, June). *Sustainability rubric for local educational agencies*. Retrieved from <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/sustainabilityrubricsummaryforlea.pdf>

This rubric is a tool for LEAs to assess their capacities to sustain priority reforms. The rubric includes 19 elements of sustainability, and provides a four-scale rating (inadequate, emerging, strong, and exemplary) for each. Together, these ratings show clear strengths and challenges in LEA sustainability.

Rhim, L. M., & Redding, S. (Eds.). (2014). *The state role in turnaround: Emerging best practices*. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wp-content/uploads/2014/01/The_State_Role_in_School_Turnaround.pdf

This resource examines the role of the SEA in school turnaround efforts. The editors apply research and best practices related to the SEA's leadership role in driving and supporting successful school turnarounds.

Shakman, K., & Rodriguez, S. M. (2015). *Logic models for program design, implementation, and evaluation: Workshop toolkit* (REL 2015-057). 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_2015057.pdf

This workshop tool kit is designed to help resource education leaders better understand, monitor, and evaluate their programs and develop program outcomes using logic models. It includes facilitator and participant workbooks, and an accompanying slide deck.

U.S. Department of Education, Implementation and Support Unit (ISU). (2015, August). *Race to the Top publications and resources*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html>

This Web page provides links to Race to the Top guidance and resource documents. It contains a drop-down menu of education reform resources and a section of documents organized into the following five categories: (1) "Instructional improvement and Data Systems," (2) "Teacher and Leader Effectiveness/Standards and Assessments," (3) "School Turnaround," (4) "SEA Capacity Building," and (5) "Stakeholder Communication and Engagement." The "SEA Capacity Building" section contains tools specifically developed by the Reform Support Network to guide SEA reform initiatives.

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U.S. Department of Education, Office for Civil Rights (OCR). (n.d.). Developing programs for English language learners: Resource materials for planning and self-assessments. Washington, DC: Author. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/programeval.html>

This Web page may help SEAs and LEAs in evaluating programs for ELs. It contains the following resources: key elements to evaluate EL programs, information needed to determine whether an LEA is evaluating all aspects of its EL program, questions to ask when evaluating EL programs, information on analyzing program data, and steps toward developing an action plan to address evaluation findings.

U.S. Department of Education, Office for Civil Rights. (2014, October). *Dear colleague letter: Resource comparability*. (Guidance to ensure all students have equal access to educational resources.) Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>

This document provides detailed and concrete information to educators on the standards set in *Title VI of the Civil Rights Act of 1964*, including information on the requirements for educational resources; how OCR investigates resource disparities; and what SEAs, LEAs, and schools can do to meet their obligations to all students. Under *Title VI*, SEAs, LEAs, and schools must not intentionally treat students differently based on race, color, or national origin in providing educational resources. In addition, they must not implement policies or practices that disproportionately affect students of a particular race, color, or national origin, absent a substantial justification. The law does not require that all students receive exactly the same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs.

U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice (DOJ). (2015, January). *Dear colleague letter: English learner students and limited English proficient parents*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under *Title VI of the Civil Rights Act of 1964* and the *Equal Educational Opportunities Act*, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. A discussion of how SEAs and LEAs can implement their *Title III* grants and subgrants in a manner consistent with these civil rights obligations is included. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to SEA-, LEA-, and school-related information.

To access these and other relevant resources, and for additional information about ELs, please visit <http://www.nclae.org/>.