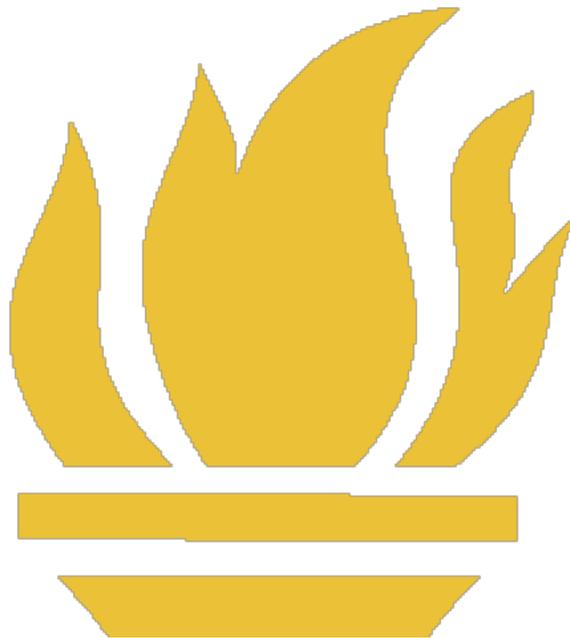


# English Learner Program Evaluation Toolkit



Indiana Department of Education  
English Learning Team  
Title Grants & Support

## **English Learner Programs: Why Evaluate?**

In *Castañeda v. Pickard* (1981), the Fifth Circuit Court ruled that simply providing an English language development program as required by *Lau v. Nichols* (1974) may not be sufficient to meet the unique needs of English Learners (ELs), establishing a three-part test to evaluate the adequacy of EL programs. Under *Castañeda* [648 F.2d 989 (5th Cir., 1981)], local educational agencies (LEAs) must provide English Learners with English language development programs that are:

- based on sound educational theory.
- provided with staff and resources in a manner “reasonably calculated” for program success.
- evaluated regularly and revised where needed “to ensure language barriers are actually being overcome.”

The implementation of the Every Student Succeeds Act in 2015 increased accountability for LEAs as they provide English Learners with evidence-based English language development programs that ensure meaningful access to rigorous college- and career-ready academic standards. With a new separate federal accountability indicator measuring English language progress and English Learner subgroup performance as a determining factor in school improvement status for targeted and comprehensive support and improvement schools, EL achievement has moved into the national spotlight.

As the number of English Learners in classrooms across the nation continues to increase, schools must respond quickly to meet the unique linguistic, academic, and social-emotional needs of this ever-changing student population. With the *English Learner Program Evaluation Toolkit*, the Indiana Department of Education (IDOE) seeks to support LEAs as they conduct comprehensive, collaborative evaluations of their EL programs to identify areas of needed improvement and effectively enact revisions to strengthen EL achievement.

## **Using the English Learner Program Evaluation Toolkit**

The *English Learner Program Evaluation Toolkit* is designed to support LEAs as they evaluate the effectiveness of their EL programs. For a more comprehensive evaluation, IDOE recommends that programs be evaluated district-wide, enabling analysis of student achievement and progress from preschool access to graduation and beyond. The toolkit is also appropriate for school-based program evaluations.

LEAs are encouraged to appoint one member of the evaluation team as the evaluation coordinator. The evaluation coordinator may delegate certain tasks, but will be responsible for meeting coordination, data collection, and oversight of the evaluation timeline. The evaluation coordinator is encouraged to review all provided training materials provided by IDOE and connect evaluation team members with resources according to their roles and needs.

The evaluation process will vary in length and scope according to local context, but IDOE recommends that LEAs plan to complete the first six steps of the evaluation over a period of at least eight weeks to allow adequate time to collect data, solicit stakeholder input, research evidence-based strategies, and develop a comprehensive plan of action. The final two steps of the evaluation will be conducted over the course of the school year on an ongoing basis. IDOE recommends that LEAs conduct a comprehensive program evaluation once every three years, with annual interim evaluations of success. A suggested timeline for program evaluation is provided below:

<b>Evaluation Task</b>	<b>Estimated Time Needed</b>
Step 1: Assembling the Evaluation Team	2 Weeks
Step 2: Gathering Data	3-4 Weeks
Step 3: Defining the Current State	Half- or Full-Day In-Person Meeting*
Step 4: Identifying Needs	Half- or Full-Day In-Person Meeting*
Step 5: Setting Goals	Half- or Full-Day In-Person Meeting*
Step 6: Developing a Plan of Action	Half- or Full-Day In-Person Meeting*
Step 7: Implementing the Plan of Action	Determined by Evaluation Team
Step 8: Evaluating Success	6-9 Months After Implementation; Annually Thereafter

\*LEAs should allow for sufficient time for reflection, additional stakeholder review, and supplemental data analysis and research between Steps 3-6. For example, teams may conduct Steps 3 and 4 in a single, full-day meeting, then conduct Steps 5 and 6 in a second follow-up meeting a few weeks later.

## Step 1: Assembling the Evaluation Team

To effectively evaluate the English Learner program, key stakeholders must lead and contribute. While each local context may vary, the following guidance addresses ideal team composition for district-wide and/or school-wide program evaluation.

<u>District-Wide Evaluation Teams</u>	<u>School-Wide Evaluation Teams</u>
<p><b>Team Members:</b> These staff members should commit to fully engaging in the evaluation process as a collaborative and results-focused committee.</p> <ul style="list-style-type: none"> <li>● District EL Director</li> <li>● EL Teachers/Coaches</li> <li>● Building-Level Principals (at least one elementary and one secondary)</li> <li>● Elementary and Secondary Instructional Coaches</li> <li>● Content Area Teachers (for elementary, at least one primary and one upper elementary, for secondary, at least two teachers from different content areas)</li> <li>● Curriculum Director</li> <li>● Title I Director and Key Title I Staff</li> <li>● District Family Engagement Director (if applicable)</li> </ul>	<p><b>Team Members:</b> These staff members should commit to fully engaging in the evaluation process as a collaborative and results-focused committee.</p> <ul style="list-style-type: none"> <li>● District EL Director</li> <li>● Principal/Assistant Principal</li> <li>● Instructional Coach</li> <li>● All EL Teachers</li> <li>● Content Area Teachers (for elementary, at least one primary and one upper elementary, for secondary, at least two teachers from different content areas)</li> <li>● Title I Teacher (if applicable)</li> <li>● Family Engagement Staff (if applicable)</li> </ul>
<p><b>Contributing Staff:</b> These staff members will contribute feedback and data for the evaluation process, and, depending on local context, may or may not be members of the evaluation team.</p> <ul style="list-style-type: none"> <li>● Superintendent/Assistant Superintendent</li> <li>● Special Education Director</li> <li>● Assessment/Data Director</li> <li>● Finance Director</li> </ul>	<p><b>Contributing Staff:</b> These staff members will need to contribute input and data for the evaluation process, and depending on local context, may or may not be members of the evaluation team.</p> <ul style="list-style-type: none"> <li>● School Counselor</li> <li>● Assessment/Data Coordinator</li> <li>● Special Education Teacher</li> <li>● EL Support Staff</li> </ul>

## **Step 2: Gathering Data**

Evaluation of the EL program should be rooted in the analysis of quantitative and qualitative data. To accurately assess the current and desired state of the EL program, data should include local and [state data](#) for both English Learners and the general student population, as well as other overlapping subgroups (e.g. free and reduced lunch, special education). Comprehensive evaluation of the English Learner program will address each of the evaluation areas below. Where available, data should be collected at both the school and district level for teams conducting either a school-wide or district-wide program evaluation. When possible, data should be gathered for analysis for at **least the past three years**.

### **Equitable Representation:**

- Number and percentage of English Learners and overall student population enrolled at elementary, middle, and high school. Where possible, gather data by language/ethnicity, as well.
- Number and percentage of English Learners and overall student population identified for special education.
- Number and percentage of English Learners and overall student population retained at least one year.
- Number and percentage of English Learners and overall student population identified for high ability programming.
- Number and percentage of English Learners and overall student population enrolled in school/district Pre-K programs, where applicable.
- Number and percentage of English Learners and overall student population enrolled in Advanced Placement (or equivalent) courses.
- Number and percentage of English Learners and overall student population taking the ACT/SAT or other college entrance exam.
- Attendance data for English Learners and overall student population.
- Behavior referrals, suspensions, and expulsions for English Learners and overall student population.
- Educator demographics: language and ethnicity data for school and district faculty and staff.

### **Academic Achievement:**

- Proficiency and growth data for all current English Learners, former English Learners, and the overall student population on ILEARN/ISTEP, IREAD-3, WIDA ACCESS.
- Grade-level performance and growth data for all current English Learners, former English Learners, and the overall student population on local formative assessments (e.g. NWEA, Fountas & Pinnell, etc.).
- Four-year graduation rate for English Learners, former English Learners, and the overall student population.
- If available, EL rate of enrollment in postsecondary educational institutions compared to general student population.

**Elementary/Secondary Programming:**

- Master building schedule and EL services schedule
- Curriculum map for all grades (general education curriculum and EL curriculum outline, where applicable)
- Master list of EL students and EL staff by building
- Copy of school/district EL Plan (submitted to IDOE each fall, either as a separate submission or within the Title III application)

**Professional Learning and Teacher Capacity:**

- Master list of all staff who work with English Learners (EL program staff and general education, special education, and other staff members with ELs in their classrooms)
- List of all staff in school/district with Indiana ENL license. Licensure information for all EL program teachers and staff.
- Teacher and staff evaluation records for all EL program staff
- School and district professional development calendar/plan for previous three years, including sign-in sheets or other staff attendance data.
- EL staff PD calendar/plan for previous three years
- Schedules for staff development and collaboration time (e.g. professional learning communities).

**Family Engagement:**

- Family/parent survey results where applicable (EL-specific or otherwise)
- Master schedule of all parent/family engagement activities, both formal and informal (e.g. meet-the-teacher night, parent-teacher conferences). This should include both EL-specific and general family engagement activities.
- Translation and interpretation policy

**Resource Allocation:**

- State and federal grant allocations and application budgets for previous three years (including Title I, Title II, Title III, NESP, and other relevant funding streams)
- Report of actual expended amounts for years of Title III and NESP funding
- Data regarding per-pupil spending for English Learners and general education students.

### **Step 3: Defining the Current State**

After gathering quantitative and qualitative data for each evaluation area, the entire program evaluation team will conduct an in-depth analysis of the school and district-level data to identify current gaps and clearly define the current state of the program in each area. Depending on the size of the evaluation team and the amount of time available for this step of the evaluation, the team may either analyze each program area jointly or divide the different areas for analysis by smaller groups of evaluation team members. In either case, the entire team should have the opportunity to review and consent to the defined current states drafted in this phase of the evaluation.

The definition of the current state for each program area should be 3-5 sentences long and should cite specific data to define any observed achievement or opportunity gaps, as well as identified areas of strength.

<b><u>Evaluation Area</u></b>	<b><u>Current State</u></b>
Equitable Representation	
Academic Achievement	
Elementary/Secondary Programming	
Professional Learning and Teacher Capacity	
Family Engagement	
Resource Allocation	

## **Step 4: Identifying Needs**

After the evaluation team has analyzed data to define the current state for each of the evaluation areas, the team will identify the specific program needs in each area. As in Step 3, the team may either develop need statements for each area jointly or assign the different areas to smaller groups of evaluation team members. In either case, the entire team should have the opportunity to review and consent to the need statements drafted in this step of the evaluation process

Need statements should be rooted in data and clearly aligned to the gaps identified during Step 3 of the program evaluation. Need statements should typically be 1-2 sentences in length, although teams may identify 2-3 need statements for each evaluation area.

<b><u>Evaluation Area</u></b>	<b><u>Need Statement</u></b>
Equitable Representation	
Academic Achievement	
Elementary/Secondary Programming	
Professional Learning and Teacher Capacity	
Family Engagement	
Resource Allocation	

After developing need statements for each evaluation area, the evaluation team is encouraged to share the drafted need statements with a broader group of stakeholders (district leadership, classroom teachers, EL program support staff, EL families, etc.) for review and revision before continuing to Step 5 of the program evaluation. The team should also identify any additional data needed after this step of the evaluation process.

## **Step 5: Setting Goals**

After defining the needs of the EL program in each of the evaluation areas, the evaluation team will convene to set goals for program improvement. Although needs were identified in all program evaluation areas in Step 4, evaluation teams are encouraged to select only 1-3 program evaluation areas for goal setting.

The evaluation team will revisit data and evaluation team input from Steps 2-4 to determine which evaluation areas will be prioritized for program improvement. The team will then develop [SMART goals](#) to address the priority evaluation areas. At least one SMART goal should be developed for each priority evaluation area for a total of 3-5 SMART goals. The team should also define attainment of each SMART goal, including what data will be collected to measure progress toward attainment.

<b><u>Priority Evaluation Area 1:</u></b>
<b>SMART Goal 1:</b> <b>How will we know we have attained SMART Goal 1?</b>
<b>SMART Goal 2 (Optional):</b> <b>How will we know we have attained SMART Goal 2?</b>
<b>SMART Goal 3 (Optional):</b> <b>How will we know we have attained SMART Goal 3?</b>

<b><u>Priority Evaluation Area 2:</u></b>
<b>SMART Goal 1:</b> <b>How will we know we have attained SMART Goal 1?</b>
<b>SMART Goal 2 (Optional):</b> <b>How will we know we have attained SMART Goal 2?</b>
<b>SMART Goal 3 (Optional):</b> <b>How will we know we have attained SMART Goal 3?</b>

**Priority Evaluation Area 3 (Optional):**

**SMART Goal 1:**

**How will we know we have attained SMART Goal 1?**

**SMART Goal 2 (Optional):**

**How will we know we have attained SMART Goal 2?**

**SMART Goal 3 (Optional):**

**How will we know we have attained SMART Goal 3?**

### **Step 6: Developing a Plan of Action**

After developing SMART Goals to address identified high priority areas of need, the evaluation team will select 2-4 evidence-based strategies to address each SMART goal. Strategies may include professional learning initiatives, language-based instructional programs, instructional strategies, or other program-wide practices to be implemented.

When developing the plan of action, the evaluation team should provide a brief rationale for each selected strategy outlining the evidence base for the selected practice. The evaluation team should also consider all needed resources, including funding, staff time, and supplemental external materials. The evaluation team should also determine who will be the lead responsible for carrying out or overseeing each strategy and when implementation of the strategy is projected to begin. Next, the evaluation team will define how achievement of the SMART goal will be evaluated.

<b>SMART Goal 1:</b>			<b>Priority Evaluation Area:</b>	
<b><u>Strategy</u></b>	<b><u>Rationale</u></b>	<b><u>Resources Needed</u></b>	<b><u>Staff Responsible</u></b>	<b><u>Target Start Date</u></b>
<b>Strategy 1:</b>				
<b>Strategy 2:</b>				
<b>Strategy 3 (Optional):</b>				
<b>Strategy 4 (Optional):</b>				
<b>How will achievement of SMART Goal 1 be evaluated?</b>				

SMART Goal 2:			Priority Evaluation Area:	
<u>Strategy</u>	<u>Rationale</u>	<u>Resources Needed</u>	<u>Staff Responsible</u>	<u>Target Start Date</u>
Strategy 1:				
Strategy 2:				
Strategy 3 (Optional):				
Strategy 4 (Optional):				
How will achievement of SMART Goal 2 be evaluated?				

SMART Goal 3:			Priority Evaluation Area:	
<u>Strategy</u>	<u>Rationale</u>	<u>Resources Needed</u>	<u>Staff Responsible</u>	<u>Target Start Date</u>
Strategy 1:				
Strategy 2:				
Strategy 3 (Optional):				
Strategy 4 (Optional):				
How will achievement of SMART Goal 3 be evaluated?				

<b>SMART Goal 4 (Optional):</b>			<b>Priority Evaluation Area:</b>	
<u>Strategy</u>	<u>Rationale</u>	<u>Resources Needed</u>	<u>Staff Responsible</u>	<u>Target Start Date</u>
Strategy 1:				
Strategy 2:				
Strategy 3 (Optional):				
Strategy 4 (Optional):				
<b>How will achievement of SMART Goal 4 be evaluated?</b>				

<b>SMART Goal 5 (Optional):</b>			<b>Priority Evaluation Area:</b>	
<u>Strategy</u>	<u>Rationale</u>	<u>Resources Needed</u>	<u>Staff Responsible</u>	<u>Target Start Date</u>
Strategy 1:				
Strategy 2:				
Strategy 3 (Optional):				
Strategy 4 (Optional):				
<b>How will achievement of SMART Goal 5 be evaluated?</b>				

## **Step 7: Implementing the Plan of Action**

After developing the plan of action, the evaluation team and evaluation coordinator are responsible for implementing the plan, along with any other designated staff members who will enact evidence-based strategies selected in Step 6. The following questions should be used to guide initial implementation and revisited at each implementation meeting thereafter.

**How will the evaluation results and plan of action be communicated with administrators, teachers, families, and other key stakeholder groups? When will this information be shared?**

**What additional steps must be taken in order to enact selected strategies (e.g. secure approval from school board, request amendment for budgeted grant funds, procure curricular materials)?**

**What additional training is needed in order to enact selected evidence-based strategies effectively? Who will provide this training? When will the training be provided?**

**What additional data need to be collected to track progress toward SMART goals and effectiveness of selected strategies? How will these data be collected? Who will be responsible for tracking these data?**

**When will the evaluation team meet next? Who will lead the next check-in meeting? Who will be expected to attend?**

***Note: IDOE recommends that the evaluation team meets after the first six weeks of implementation to address any concerns or barriers to full implementation and at least once every three months for the duration of the first school year of implementation.***

## Step 8: Evaluating Success

Evaluation is an ongoing process and is most impactful when it occurs regularly and proactively. The IDOE recommends that local educational agencies conduct a comprehensive evaluation of their EL programs once every three years. Step 7 concludes the comprehensive program evaluation process, but Step 8 maximizes impact by continually assessing progress and adapting the plan of action to program needs. The evaluation team should meet once after the first six weeks of implementation to address any barriers to full implementation and at least once every three months during the first school year of implementation.

After the initial implementation period, the evaluation team should meet at least once annually to formally analyze data and assess progress toward SMART goals as an interim program evaluation. The interim evaluation template provided below is intended to guide evaluation teams as they seek to continuously improve their EL programs. When revising the plan of action, evaluation teams are encouraged to preserve the fidelity of the comprehensive evaluation findings and ensure that any changes align to the priority focus areas and work toward the SMART goals defined during the comprehensive program evaluation.

<b>Interim Evaluation Date:</b>	
<b>Evaluation Team Members Present:</b>	
<b>SMART Goal 1:</b> What progress has been made toward attainment of SMART Goal 1? Cite specific quantitative and qualitative data demonstrating progress.  Review evidence-based strategies selected to address SMART Goal 1 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 1?	
<b>SMART Goal 2:</b> What progress has been made toward attainment of SMART Goal 2? Cite specific quantitative and qualitative data demonstrating progress.  Review evidence-based strategies selected to address SMART Goal 2 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 2?	

**SMART Goal 3:**

What progress has been made toward attainment of SMART Goal 3? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 3 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 3?

**SMART Goal 4 (Optional):**

What progress has been made toward attainment of SMART Goal 4? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 4 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 4?

**SMART Goal 5 (Optional):**

What progress has been made toward attainment of SMART Goal 5? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 5 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 5?

**What additional resources are needed in order to enact all selected strategies with fidelity and ensure all SMART Goals are met?**

**What additional data need to be collected to track progress more effectively?**

**When will the evaluation team meet next? Who will lead the next check-in meeting? Who will be expected to attend?**