Welcome!

Please make sure your camera is off and that you are muted at this time.

As you log on, please use the chat to share the following information:

1. What was your New Year's Resolution?
2. Have you stuck to it?

In break-out sessions, you will be encouraged to turn on your microphones and cameras to fully participate in discussion.

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EL Supervisors *Community of Practice* Leadership Series:
Monitoring and Evaluating the Effectiveness of EL Programming
February 1-3, 2021

Alice Garcia
EL Program Coordinator

DEPARTMENT of EDUCATION

Norms

- Be present
- High engagement
- Balance participation
- Parking lot (I also collect questions from our chats)

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Agenda

- Introductory Activity: Poll
- Homework Check
- Evaluating: Overview
- State Goals & ELs
- Steps to Evaluating
    - Approach
    - Data Points
    - Analyzing Data
- Effective Programming
- Program Adjustments
- Make a Plan
- EL Updates
- Recruitment
- Next Steps

Ready?

Poll Questions:

How prepared is your school/school system for an EL program evaluation?

Is your school system's EL program working?

Are ELs gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

Homework Check

You were sent a link to a form to identify the components of your school system's EL Program.

Let's discuss some of the questions on the survey:

1. What might be an issue with providing all EL services in a separate environment?
2. How did you rate the effectiveness of your school system's EL programming?

Evaluating: An Overview

1. What does it mean to evaluate something?

2. How do we evaluate students?

3. How do we evaluate education programs?

4. How do we determine what is effective?

Establishing Goals

In order to begin an evaluation, we must first establish goals for our EL Programming.

    State Goals

1. Students Enter Kindergarten Ready
2. Students will Achieve Mastery Level on Third-Grade Assessments and Enter Fourth Grade Prepared for Grade-Level Content
3. Students will Achieve Mastery Level on Eighth-Grade Assessments and Enter Ninth Grade Prepared for Grade-Level Content
4. Students will Graduate on Time
5. Graduate will Graduate with a College and/or Career Credential
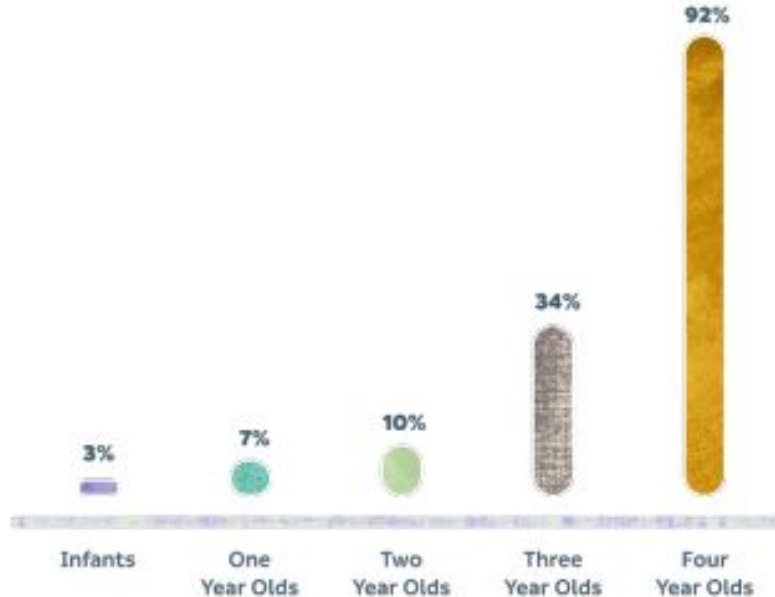6. Graduate Eligible For a TOPS Award

Statewide Results

Priority Goals

Goals and ELs

Goal 1: Students Enter Kindergarten Ready

2019-2020 Percent of Economically Disadvantaged Children Accessing Publicly Funded Early Childhood Programs

Infants	3%	
One Year Olds	7%	
Two Year Olds	10%	
Three Year Olds	34%	
Four Year Olds	92%	

Kindergarteners On or Above Level on All Literacy Assessments Combined (Fall 2020)

KINDERGARTEN 40%

Asian	50%
Black	34%
Hispanic	26%
White	48%
Economically Disadvantaged (ED)	36%
English Learners (EL)	24%
Students with Disabilities (SWD)	24%

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Goal 2: Students will Achieve Mastery Level on Third-Grade Assessments and Enter Fourth Grade Prepared for Grade-Level Content

Percentage of Students On and Above Level on Literacy (Fall 2020)

	FIRST GRADE 42%	SECOND GRADE 48%	THIRD GRADE 50%
Asian	63%	71%	72%
Black	36%	42%	43%
Hispanic	35%	38%	36%
White	48%	54%	56%
ED	38%	44%	45%
EL	32%	30%	26%
SWD	28%	30%	29%

Percentage of Grade 3 Students Performing at Mastery and Above on 2019 LEAP

	ELA 46%	MATH 43%
Asian	68%	75%
Black	31%	29%
Hispanic	38%	40%
White	61%	57%
ED	37%	35%
EL	18%	27%
SWD	23%	22%
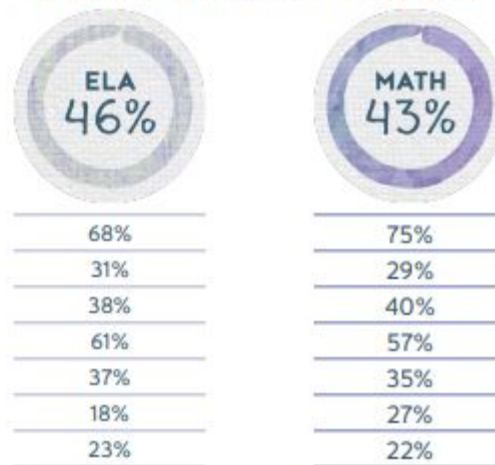
Grade 4 NAEP Results: Percent Proficient and Above

ELA			Math		
Louisiana	National Average	Difference	Louisiana	National Average	Difference
25.7	34.3	-8.6	28.8	40.4	-11.7

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Goal 3: Students will Achieve Mastery Level on Eighth-Grade Assessments and Enter Ninth Grade Prepared for Grade-Level Content

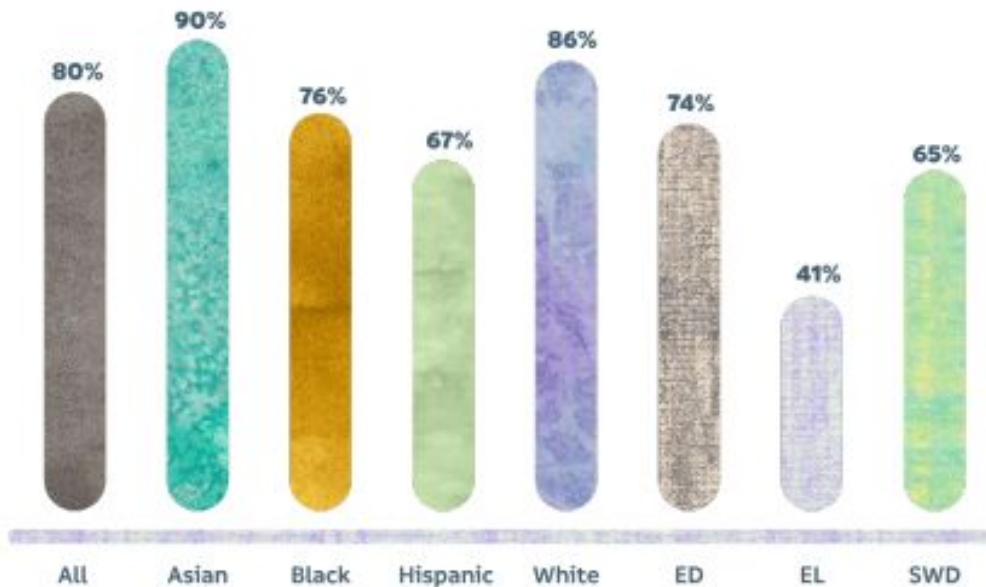## PERCENTAGE OF GRADE 8 STUDENTS PERFORMING AT MASTERY AND ABOVE ON 2019 LEAP

ELA 47%

Asian	72%
Black	32%
Hispanic	41%
White	60%
ED	37%
EL	8%
SWD	10%

MATH 28%

Asian	60.7%
Black	15.9%
Hispanic	23.0%
White	40.3%
ED	20.2%
EL	8.5%
SWD	5.3%

Goal 4: Students will Graduate on Time

2019 COHORT GRADUATION RATE

All	Asian	Black	Hispanic	White	ED	EL	SWD
80%	90%	76%	67%	86%	74%	41%	65%

# Goal 5: Graduates will Graduate with a College and/or Career Credential

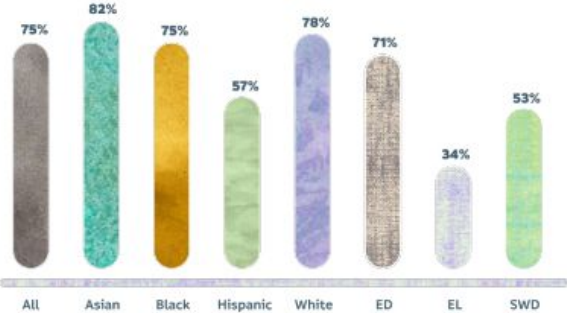Class of 2019 Graduates to Earn an Associate's Degree in High School

159 OUT OF 42,650

Class of 2019 Graduates to Earn a Community Service Endorsement

731 OUT OF 42,650

PERCENTAGE OF 2018–2019 GRADUATION COHORT EARNING BASIC OR ADVANCED CREDENTIALS

All	Asian	Black	Hispanic	White	ED	EL	SWD
51%	72%	39%	46%	63%	43%	24%	30%
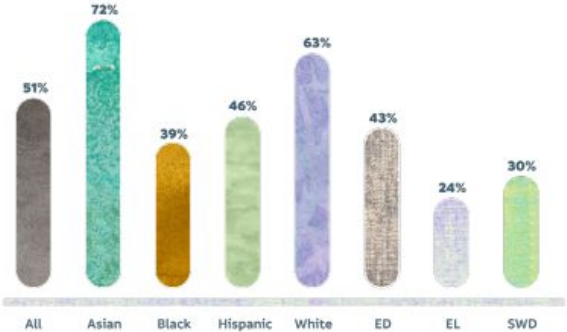
CLASS OF 2020 FAFSA SUBMISSION RATES

All	Asian	Black	Hispanic	White	ED	EL	SWD
75%	82%	75%	57%	78%	71%	34%	53%

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Goal 6: Graduate Eligible For a TOPS Award

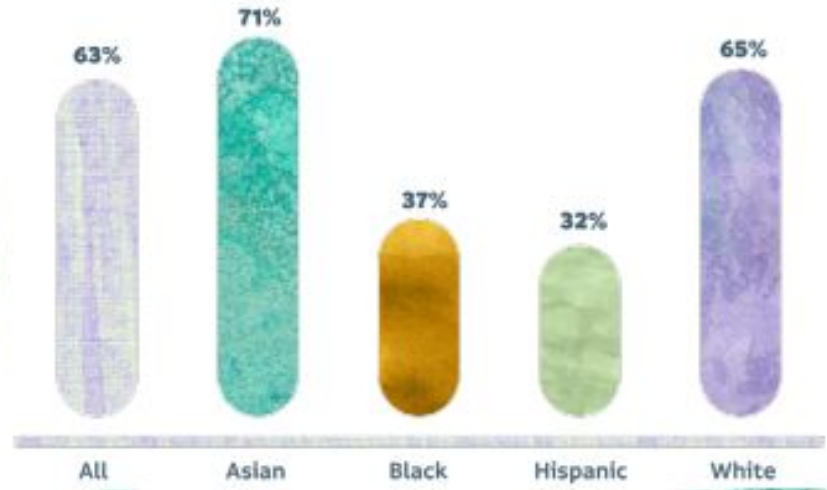Class of 2019 Cohort College Enrollment Rate: 57%

Average ACT score: 18.7

Class of 2019 Cohort Students Eligible for Any TOPS Award: 22,098

Class of 2019 Cohort TOPS Eligible Graduates by Percentage

All	Asian	Black	Hispanic	White
63%	71%	37%	32%	65%

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What Should Our Goals Be?

What are some goals we should have for our EL programming as a:

State

School System

School

These goals should include:

- To whom they apply
- The level of performance that is expected
- When the performance level should be attained
- How success will be measured

Post suggestions to the EL Goal Padlet: https://padlet.com/alicegarcia2/8fw12ipta4aq4awn

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Break

Evaluating

Steps To Evaluating

1. Establish Goals and Approach
    - Design and implement the EL Program to meet approach and goals
2. Collect Data
    - Use different data points and not just assessments
3. Analyze Data
    - Use a process to evaluate based on your goals.
4. Plan for Improvement
    - Use the data to make a plan for areas of improvement

Approach

The approach to achieving your EL programming goals should be rooted in 2 parts:

- Learning English
- Meaningful Participation in Education Program

1. What programming are you/will you use in this approach?
   a. See the [EL Programming One Pager](#)
   b. See the [EL Program Handbook](#)
2. If you are using a programming approach that is not listed in either of these resources, is it recognized as sound, research-based approach?

Data Points

Data is an important part of conducting an evaluation of a school system's effectiveness. These are the most common data points:

- ELPT
- Content Assessments
- State Accountability
- State and Federal Monitoring

What else could we use?

ELPT

ELPT is the annual English Learner Proficiency Test used to assess the progress our ELs are making towards becoming fully English proficient.

Results are reported by domain level and as an overall proficiency level.

How well do your teachers/EL specialists understand how to use the ELPT results?

Resources:

ELPT Achievement Level Descriptors

LA Connectors for ELs

EL Classroom Differentiation Plan

Content Assessments

Content assessments include those a teacher makes, unit-embedded assessments, and statewide assessments.

Many content assessments can offer us information beyond just the student's level of mastery of the content. In classes such as English/ELA, history/social studies, and any assessments that ask short answer or text based questions, we can evaluate reading and writing as well.

Questions about content assessments? Email assessment@la.gov

State Accountability

Accountability looks at things such as:

- EL performance on ELPT (growth)
- EL performance on content tests (growth and achievement)
- EL graduation rates

More information about accountability measures can be found in the:

EL Frequently Asked Questions

EL Accountability (ELP Indicator) Presentation

UIN/UIR Schools

Schools in Need of Intervention (English Learners)

Urgent Intervention Needed-School earned a subgroup score equivalent to a D or F in the most recent year.

Urgent Intervention Required-School earned a subgroup equivalent to an F for two consecutive years

Typically, a school needs at least 10 students identified as EL to get this "mini-SPS".

To see list:

Performance Scores

Federal Monitoring

ALL ESSA programs are monitored on a rotating basis.

Different levels of monitoring are conducted, depending upon district risk-assessment score.

Areas of compliance monitored regarding ELs include:
- Civil Rights obligations
- Title III requirements, where applicable
- Title I requirements

Analyzing Data

What process is in place to analyze data on your EL programming now?

At the state level we look at-

- enrollment numbers (percentage)
- grade levels
- newcomers vs long-term ELs
- proficiency levels
- grad rates
- subgroup performance
- other

Effective Programming

What does an effective EL Program look like?

https://www.colorincolorado.org/video/esl-support-elementary-school

Discussion Question

1. How are these students being supported?
2. What kinds of EL programming do we see being used?
3. How do we know that this program is effective?

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Successful EL Programming

Federal Definition;

   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. This should go beyond what is collected for ESEA accountability purposes.

What's a reasonable period of time?
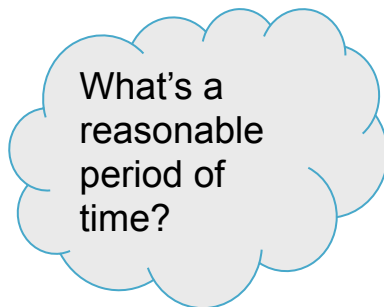
Program Adjustments

One of the reasons for evaluation is to then make adjustments to programming if the programming is no longer effective.

Factors that may require program adjustments:

- Evaluation shows programming is ineffective
- EL population has changed and has different needs
- Staff of EL Program has changed

What else might be an indicator that EL programming needs to be adjusted?

Make a Plan

Your next step is to make a plan for conducting an evaluation of EL programming in your school/school system.

That plan should include:

- Information Collection
- Analysis of Information
- Plan for Improvement

EL Updates

Identifying and Supporting ELs with Disabilities Guidance has been posted along with the ELs with Disabilities Flowchart.

ELPT window is open February 1-March 12. All ELPT support materials can be found in the EL Portal and the Assessment Library.

EL Extension Activities can be found on the EL Library and there are some others (no LDOE affiliation)in the REL Supporting Young ELs at Home.

Recruitment

LDOE has a few projects related to supporting ELs in the works. We are recruiting educators to participate in the following:

Alt EL Community of Practice-This will be a combination of EL Specialists and SPED educators who work with students with significant cognitive disabilities. This group will weigh in on decisions and materials for our Alt EL students.

Supporting Newcomer and Beginner ELs Curriculum Guidance-Coming Summer 2021

EL Institute: EL Coach launching this year with 25 participants

Resources

[Identifying and Supporting ELs with Disabilities](#)

[English Learner Library](#)   [EL Toolkit: Chapter 9](#)

[EL Program Handbook](#)   [Funding](#)

[LDOE Title III Guidance](#)   [Parent and Family Digital Learning Guide](#) [Spanish](#)

Contact:

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Jennifer Baird   Director of Assessment Administration and Accountability

                              assessment@la.gov

Next Steps

Send me questions, or post them to the EL COP Session 3 Parking Lot by Friday, February 12.

Sign up for the Teacher Leader Summit (in person or virtual option) and attend the EL sessions.

Schedule ELPT administration early in the window! Don't wait until that last week.

Make EL programming a regular discussion topic in school system planning and evaluations.

Next Meeting: April 14-16

Further Reading

Administrators in Action: Four Steps for Strengthening your EL Program

EL Toolkit: Chapter 3

The English Language Learner Program Survey for Principals

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