

WOODRIDGE LOCAL SCHOOL DISTRICT

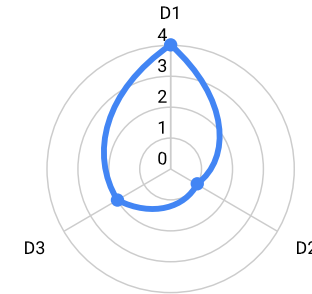
ENGLISH LEARNER PROGRAM EVALUATION



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 a LEA uses more than one EL program, the evaluation should disaggregate current and former EL student's performance data by program to ensure that each program's strengths and weaknesses can be identified and addressed, as needed.

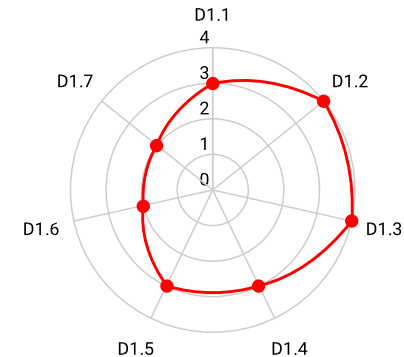
A. EL PROGRAM IMPLEMENTATION INFORMATION

DOMAINS		
D1	Does the evaluation cover all procedural and service provision requirements set forth in the LEAs EL? Plan: (See D1 Subdomains)	4
D2	Is the information collected on each EL program element being assessed with reference to the specific requirements of the district's EL plan?	1
D3	Does the evaluation determine whether staff are adequately trained and have followed applicable procedural and service requirements, including frequency, timelines, and documentation to ensure no lapses in EL services?	2



SUBDOMAINS

D1.1	Identification /Screening Process	3
D1.2	OELPA assessment process	4
D1.3	Implementation that avoids unnecessary segregation	4
D1.4	Instruction provided by qualified staff	3
D1.5	Following appropriate criteria for Exiting EL students form ESL services	3
D1.6	Monitoring practices of ESL services	2
D1.7	Monitoring practices for ELs exiting the program	2



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

B. STAFFING AND PROFESSIONAL LEARNING

DOMAINS

B.1	Do classroom teachers have the resources, skills and knowledge to address the needs of EL students in their classroom?	1
B.2	Are content teachers trained in specific methodologies to provide EL students with meaningful access to the content?	1
B.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
B.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?	2
B.5	Are administrators who evaluate EL program staff adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom?	0
B.6	Does the school use mainly qualified staff to deliver EL services?	3

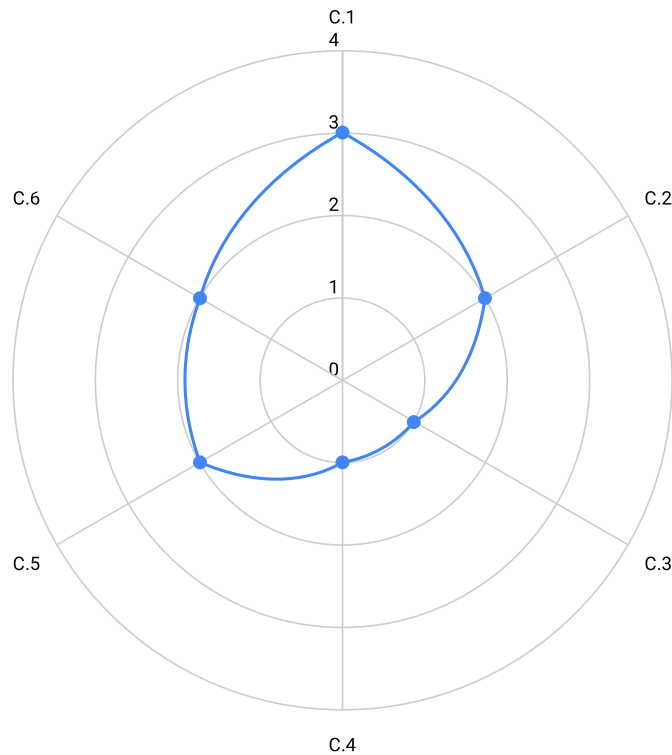
B. STAFFING AND PROFESSIONAL LEARNING



OVERVIEW: The following questions may be considered when evaluation the success of EL programs in meeting English Language Development (ELD) goals.

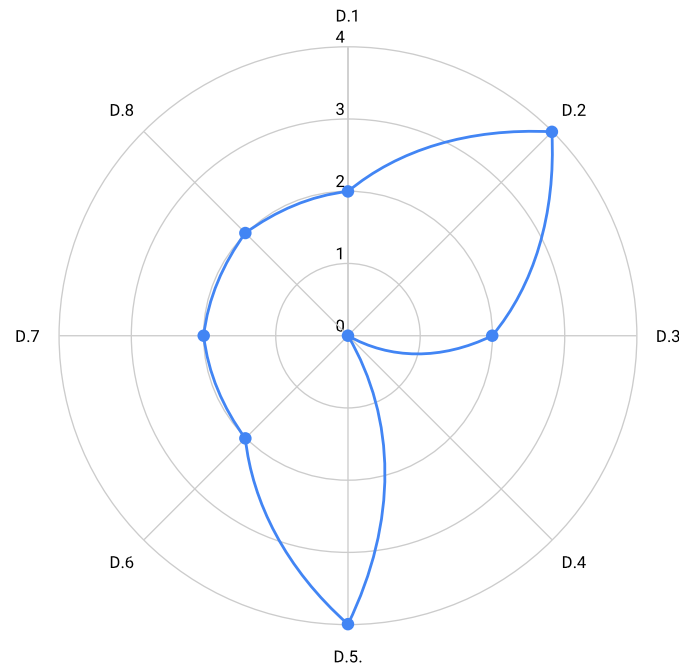
C. STUDENT PERFORMANCE INFORMATION: English Language Development - Rate and Proficiency

	DOMAINS	
C.1	Are EL Students acquiring English language skills in all four language domains (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?	3
C.2	Is the rate of English language development compatible with the LEA's objectives for academic progress?	2
C.3	Are there supports in place to support progress of intermediate and advanced ELs or ELs with disabilities if stagnating?	1
C.4	Are there procedures to monitor how EL students perform in English language skills compared to the LEA's goals and standards?	1
C.5	Are there monitoring procedures to ensure ELs make progress to successfully manage regular coursework?	2
C.6	Are there monitoring procedures to ensure that EL students (exited) continue to demonstrate English language skills that enable them to successfully manage regular coursework?	2



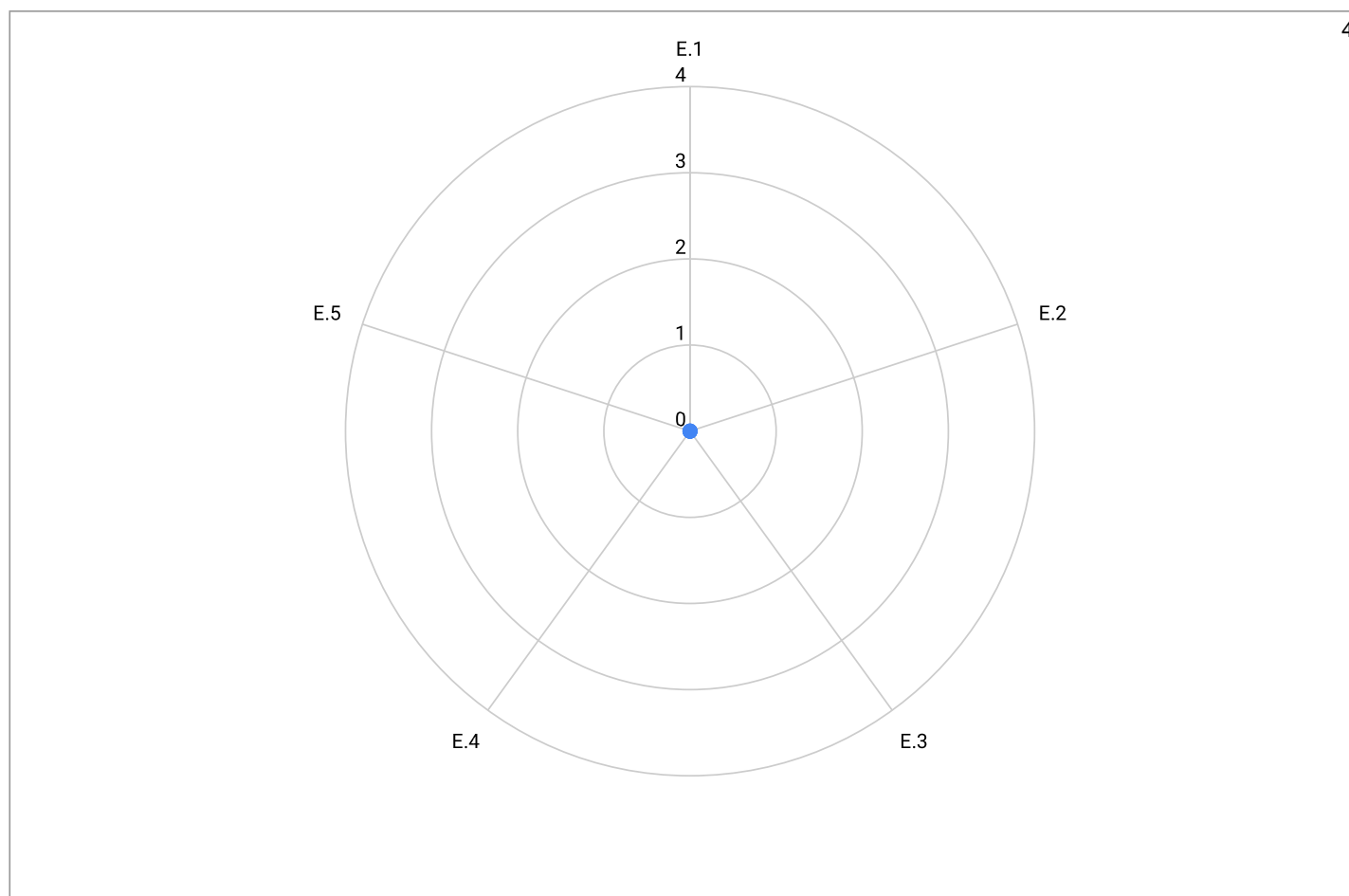
OVERVIEW: This area addresses whether EL students are demonstrating progress in grade-level academic content and are not incurring irreparable academic deficits. The following are questions that may be appropriate to consider when evaluating program success in the area of academic performance.

D. STUDENT PERFORMNCE INFORMATION: ACADEMIC CONTENT		
	DOMAINS	
D.1	Are EL students receiving ELD services targeted to their language needs and progressing academically relative to EL program goals or expectations?	2
D.2	Are EL students learning grade-level core content in addition to English Language Development?	4
D.3	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?	2
D.4	Are middle and high school EL students receiving meaningful access to courses needed to graduate on time?	0
D.5.	Once EL students have exited EL program and services, are they able to participate meaningfully in the standard curriculum comparable to their never-EL peers?	4
D.6	Are there monitoring procedures to evaluate how EL and former EL students are doing, over time, as compared to the academic performance of never-EL students in core-content areas and with respect to on-time graduation?	2
D.7	Do the LEA has monitoring procedures to evaluate how percentages of current ELs, former ELs, and never-ELs compare in special education, advanced courses and extracurricular activities? (Disproportionality)	2
D.8	Are multiple measures used to assess the overall performance of current EL and former EL students meeting the educational goals, the district has established for its EL program?	2



OVERVIEW: This section provides information on analyzing data collected and describes steps to consider in developing an action plan to address the findings from the evaluation.

E. ANALYZING INFORMATION AND IDENTIFYING AREAS OF IMPROVEMENT		
	DOMAINS	
E.1	Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?	0
E.2	Were adequate resources allocated to the area of concern?	0
E.3	Were the responsible staff adequately trained with respect to their duties?	0
E.4	Were goals and expectations realistic and communicated to the staff involved adequately?	0
E.5	Are contributing factors, explanations, or reasons for each area of concern identified and addressed?	0



ENGLISH LANGUAGE DEVELOPMENT PROGRAM EVALUATION RUBRIC

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<p>There is no evidence that data is collected, evaluated, and that needs have been addressed. The LEA is not able to report data to the SEA when requested. The LEA has not set goals or expectations.</p>	<p>There is little evidence that data is collected, evaluated, and that needs have been addressed. The LEA is not able to report data to the SEA when requested and LEA's goals and expectations have been discussed.</p>	<p>There is some evidence that data is collected, evaluated, and that needs have been addressed. The district can partially report data to the SEA when requested and LEA's goals and expectations have been set.</p>	<p>There is evidence that data is collected, evaluated, and that needs have been addressed. The district has means to report data to the SEA when requested and LEA's goals and expectations have been met</p>
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