**Overview**

English Learner (EL) programming is designed to help ELs attain English proficiency while also participating in the general content instruction. Evaluating the effectiveness of EL programming is a federal requirement[1] and an excellent tool to determine if changes need to be made for coming school years.

**Purpose**

This tool is meant to be used by school systems to determine if their program is effectively providing ELs an opportunity to learn content and English simultaneously. This tool will not be submitted to LDOE, but is for internal use only. It can be used to guide discussions with LDOE, its partners, or with vendors.

The evaluation tool is based on the Castañeda Standards[2] which state that EL programs must:

- be based on sound educational theory/research;
- be implemented with adequate and appropriate resources, and
- result in demonstrable academic outcomes for ELs.

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[1] Developing Programs for English Language Learners: OCR Memorandum.  https://www2.ed.gov/about/offices/list/ocr/ell/september27.html
[2] https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastaneda.htm

**Directions**

The School System EL Programming Self-Evaluation Tool is divided into 4 parts. The directions that follow describe how to complete each part. This tool may be used as often as needed and will not be submitted to LDOE. It is purely for internal use. It may be used to evaluate EL programming in the entire school system, at a set of schools or at a specific school.

**Part I: Programming**

Refer to the descriptions of recommended EL programs in Appendix A, and select which EL program(s) is in use in the school system and refer to the rubric(s) for each. There are 10 indicators for each program type. For each indicator, use the frequency scale to determine how often the statement is true of this particular program. Use the rubric for Appendix F if there is another research-backed program. If your school system offers more than one program, use a rubric for each and get an average of the scores.

> Additional Information-
> *Ongoing Monitoring*-ELs should be monitored routinely throughout the year for language proficiency in each of the domains (listening, speaking, reading, and writing). Some suggested monitoring tools include the EL Language Check-up, Student Oral Language Observation Matrix (SOLOM), and content assessments.

**Part II: Resources**

These questions are designed to be yes/no questions. If the answer is yes, add the points to the total.

**Part III: Academic Results**

School systems must collect system wide data on ELs to fill out this information. Statewide data will also be provided. If a school system exceeds the statewide number, then they should answer each descriptor and add those points to that section's total. For elementary and middle schools, that total will be 35 and will only be calculated from questions 1-7. High schools will calculate from all 10 questions for a total of 50.

**Part IV: Action Plan**

Identify the areas that need improvement based on this evaluation tool.

**The Evaluation Tool**

School System: _____ School Year: _____

Evaluator: _____ Title: _____ Date: _____

**Part I: Programming (30 Points)**

1. Which program(s) based on sound educational theory/research is/are in use in the school system?
   A. Content Based English Instruction (i.e. Sheltered English Instruction)
   B. Newcomer
   C. ESL (Stand-alone)
   D. Two Way Immersion
   E. Other_____

Use the following frequency scale for each question:

**Often=3 points        Sometimes=2 points            Seldom=1 point        Never=0 points**

Refer to the checklists in appendix A-E that relates to the program(s) in the school system. If there is more than one EL program available in the school system, fill out the checklist for each, then take the average score.

Total _____/30

**Part II: Resources (20 Points)**

These questions should be answered as an "all or nothing" question. The question must be yes to all of the evaluated programs to earn the full points for that question.

1. Who is staffing these programs?
   a. Are they certified teachers? (5 points)
   b. Are they EL certified? (3 points)
   c. Are they trained in an area related to the programming they support (i.e. SIOP for Content Based English Instruction, bilingual education for TWI)? (2 points)
2. What additional/supplemental materials are being used (if appropriate*)?
   a. Are these recommended by LDOE or research backed? (3 points)
   b. Are they aligned to the LA Connectors for ELs? (3 points)
   c. Are students selected based on EL proficiency levels to work on this curriculum? (2 points)
   d. Are certified teachers supporting the instruction of the curriculum? (2 points)

Total _____/20 (For both sections)
Total _____/10 (For Section 1 only)

*Certain EL programs do not require supplemental materials, so only refer to this section if the school system offers a program that requires such.

**Part III: Academic Results (35-50 Points)**

Each descriptor is worth 5 points. If that state average is not available for the current year, use previous years, or compare years within your school system.

| Descriptor | State Average | Grades K-8 | Points | Grades 9-12 | Points |
|---|---|---|---|---|---|
| Percentage of ELs _____ | | | | | |
| 1. Percentage of ELs passing all of their classes | | | | | |
| 2. Percentage of ELs who scored proficient on ELPT | | | | | |
| 3. Percentage of ELs who *Exceeded*, *Met*, or *Improved* on ELPT | | | | | |
| 4. Percentage of ELs who took LEAP 2025 assessments | | | | | |
| 5. Percentage of ELs who scored Approaching Basic or higher | | | | | |
| 6. Percentage of ELs who attend school regularly | | | | | |
| 7. Percentage of ELs who have been suspended (*This one should be below state average.*) | | | | | |
| 8. *High School Only*-Percentage of ELs who graduated (if applicable) | | | | | |
| 9. *High School Only*-Percentage of ELs taking AP, IB, or Dual Enrollment Classes | | | | | |
| 10. *High School Only*-Percentage of ELs earning advanced credentials | | | | | |

Total _____/35 (K-8)
Total _____/ 50 (9-12)

**Part III Continued**

**Calculating Final Score**
Transfer each of the scores from Part I-III above and calculate the percentage.

**Part I:** _____

**Part II:** _____

**Part III:** _____

Combine the points from each part and then divide them by the total possible points.  Multiply by 100 to get the percentage.
Possible points:
> *Elementary Schools **without** supplemental EL curriculum resources-85 points*
> *Elementary School **with** supplemental EL curriculum resources-75 points*
> *Middle Schools **without** supplemental EL curriculum resources-85 points*
> *Middle Schools **with** supplemental EL curriculum resources-75 points*
> *High Schools **without** supplemental EL curriculum resources-100 points*
> *High Schools **with** supplemental EL curriculum resources-90 points*

_____/_____ = _____ x 100= _____%

**Total Points      Possible Points**

| Rating | Exemplary | Effective | Ineffective |
|--------|-----------|-----------|-------------|
| Scale | 100-90% | 89-60% | 59-0% |

**Part IV: Action Plan**

Since this self-evaluation tool is for internal use only, the results should be used to make changes to improve EL programming and support in your school system. For example, if you were unable to earn all 5 points under resources for the question, "Are they certified teachers?" then an area of need might be, "More certified teachers" and then the school system would identify the steps to make that happen.

**Directions:** Create a plan to improve programming for next year. You may only need to focus on only one area of improvement or multiple.

| Area of Improvement | Programming | Resources | Academic Results |
|---|---|---|---|
| **Description of Need** | | | |
| **How will this be addressed?** | | | |
| **Next Steps** | | | |

**Appendix A: EL Program Descriptions**

This table describes the programs listed on the School System EL Programming Self-Evaluation Tool. If your school system uses a program that is not listed here, use the customizable rubric in Appendix F. Additional descriptions can be found in the EL Programming One-Pager and the EL Program Handbook.

| Type | Program Model | Definition | Description/Structure |
|---|---|---|---|
| **Indirect ELD** | **Content Based English Instruction** | English instruction is concurrent with content area instruction. | <ul><li>English instruction</li><li>Mix ELs and non ELs</li><li>Trained content teacher</li><li>Possible EL specialist push-in</li></ul> |
| **Direct ELD** | **English as a Second Language** | Instruction focuses on English language skills, study skills, content vocabulary, and/or cultural orientation. | <ul><li>English instruction</li><li>Only ELs</li><li>Trained EL teacher</li><li>Specific EL curriculum</li></ul> |
| | **Newcomer** | Usually a self-contained class/program designed primarily to meet the needs of newly arrived EL immigrants with language, acculturation, and learning strategies. | <ul><li>English instruction</li><li>May use bilingual supports</li><li>Only ELs new to country</li><li>Trained EL teacher</li><li>Specific EL curriculum</li></ul> |
| **Bilingual** | **Two Way Immersion** | Program designed to teach proficiency in English and another language. | <ul><li>Other language instruction</li><li>50% single language ELs/50% non ELs</li><li>Bilingually trained teacher(s)</li><li>Specific curriculum</li><li>Connections between two languages</li></ul> |

**Appendix B: Content Based English Instruction**

| Indicators of effective **Content Based English Instruction Program** | |
|---|---|
| Indicator | Score |
| 1. The language of instruction is English. | |
| 2. Grade level content is taught to ELs by certified teachers who have been trained in either language acquisition, sheltered English Instruction, SIOP or other related applicable training. | |
| 3. The program targets:<br>    a. Providing developmentally appropriate English learner supports based on students' level of proficiency and EL Connectors.<br>    b. Providing effective content instruction while also developing English language proficiency.<br>    c. Using content and language objectives. | |
| 4. Instruction is delivered with a focus on language and literacy based on language driven EL curriculum materials that align to the EL Connectors and Louisiana Student Standards | |
| 5. There is a system in place to monitor ongoing English language proficiency in addition to ELPT such as using the EL Language Check-up. | |
| 6. ELs are given access to grade-level content and the development of specific academic language in an environment where all students have the opportunity to learn through scaffolding of instruction. | |
| 7. Language and content instruction occurs simultaneously throughout the day in content classes and is designed for optimal EL engagement. | |
| 8. EL and content teachers are given adequate time to collaborate. | |
| 9. ELs are not segregated from their non-EL peers except when needed for direct ELD instruction/support. | |
| 10. ELs are provided with access to the full range of academic, non-academic, intervention, and extracurricular activities. | |
| Total | |

**Appendix C: Newcomer Program**

| Indicators of effective **Newcomer Program** | |
|---|---|
| Indicator | Score |
| 1. The language of instruction is primarily in English, though it may use a bilingual approach for a set period of time. | |
| 2. The program targets to:<br>  a. develop English skills without delaying access to content.<br>  b. develop grade appropriate levels of achievement in all subjects. | |
| 3. Instruction is delivered with a focus on language and literacy based on language driven EL curriculum materials that align to the EL Connectors. | |
| 4. Newcomer ELs are given a transition plan that maps out a timeline for them to transition to mainstream classes (with EL supports) and/or ESL only classes. | |
| 5. Providing developmentally appropriate English learner supports based on students' level of proficiency and EL Connectors. | |
| 6. Students develop a familiarity and positive attitude toward the school's native culture and that of the language majority group. | |
| 7. The instructional program is created through a balanced curriculum and/or materials that combine language, literacy, and academic language. | |
| 8. The program is taught by a certified teacher who is at least one of the following;<br>  a. A certified EL teacher<br>  b. A certified bilingual teacher<br>  c. An EL trained certified content teacher | |
| 9. There is a system in place to monitor ongoing English language proficiency in addition to ELPT such as using the EL Language Check-up. | |
| 10. ELs are provided with access to the full range of academic, non-academic, intervention, and extracurricular activities. | |
| Total | |

**Appendix D: English as a Second Language (stand-alone)**

| Indicators of effective **ESL Program** | |
|---|---|
| Indicator | Score |
| 1. The language of instruction is primarily in English, though bilingual supports may be used for a short period of time or for directions, and will be phased out. | |
| 2. The instructional program is created through a balance of interdisciplinary language learning and literacy. | |
| 3. The instruction and related materials are grade and/or age appropriate. | |
| 4. Instruction moves along the Language Acquisition Stages. | |
| 5. ELs are selected to participate in this program based on the language needs and not simply because they are ELs. | |
| 6. ESL instruction is delivered through a systematic, explicit, and sustained focus on language and literacy based on the EL Connectors. | |
| 7. The program is taught by a certified teacher who is at least one of the following:<br>　a. A certified EL teacher;<br>　b. A certified bilingual teacher;<br>　c. An EL trained certified content teacher. | |
| 8. EL and content teachers are given adequate time to collaborate. | |
| 9. There is a system in place to monitor ongoing English language proficiency in addition to ELPT such as using the EL Language Check-up. | |
| 10. ELs are provided with access to the full range of academic, non-academic, intervention, and extracurricular activities | |
| Total | |

**Appendix E: Two-Way Immersion**

| Indicators of effective **Two-Way Immersion Program** | |
|---|---|
| Indicator | Score |
| 1. The language of instruction is divided between English and the partner language as deemed appropriate for the grade levels. | |
| 2. The program targets:<br>   a. High levels of proficiency in the student's first language;<br>   b. High levels of proficiency in the student's second (or other) language;<br>   c. Developing academic performance for both groups of students that will be at or above grade level. | |
| 3. The program includes fairly equal numbers of two groups of students: language majority and language minority students. | |
| 4. The program is linguistically integrated and has opportunities for cross-cultural competencies. | |
| 5. The program provides core academic instruction to both groups of students in both languages including language arts. | |
| 6. Teachers use the partner language exclusively when instruction is scheduled in that language and English exclusively during English instruction. | |
| 7. ELD instruction is focused on language and literacy, aligned to the EL Connectors, and applicable Louisiana Student Standards. | |
| 8. EL and content teachers are given adequate time to collaborate. | |
| 9. There is a system in place to monitor ongoing English language proficiency in addition to ELPT such as using the EL Language Check-up and to monitor proficiency in the partner language. | |
| 10. ELs are provided with access to the full range of academic, non-academic, intervention, and extracurricular activities | |
| Total | |

**Appendix F: Other EL Program** _____

| Indicators of effective _____ **Program** | |
|---|---|
| Indicator | Score |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| There is a system in place to monitor ongoing English language proficiency in addition to ELPT such as using the [EL Language Check-up](). | |
| ELs are not segregated from their non-EL peers except when needed for direct ELD instruction/support. | |
| ELs are provided with access to the full range of academic, non-academic, intervention, and extracurricular activities | |
| Total | |