

+

○

# CENTER FOR APPLIED LINGUISTICS PROGRAM EVALUATION REPORT

Phase I Evaluation of Policies and Practices for  
English Learners in District 90

Committee of the Whole - March 15, 2021



# Center for Applied Linguistics (CAL)

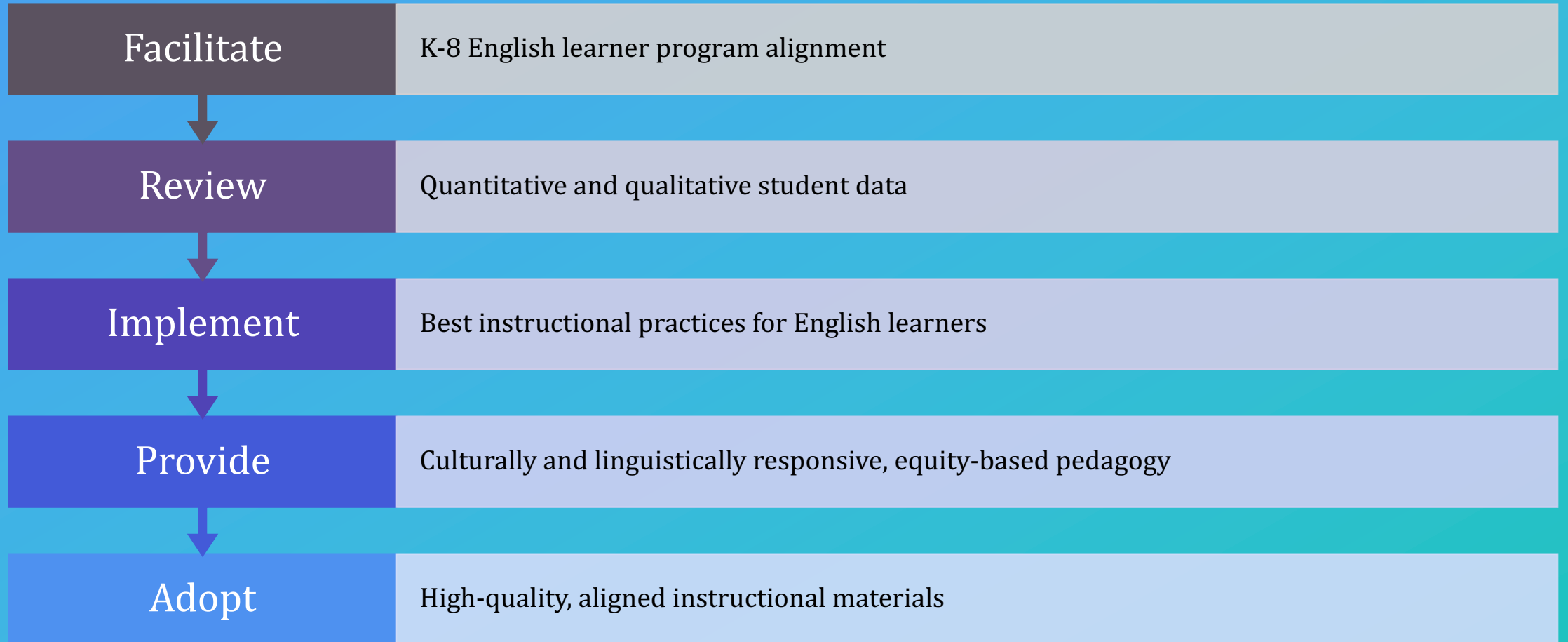


Non-profit organization  
dedicated to the study of  
language and culture

Recognized for excellence  
in understanding effective  
instruction of language  
learners from a range of  
languages and cultures

Provides support with  
program  
design, instruction,  
materials, assessment,  
and professional learning

# K-8 English Learner Program Review Goals



# Program Evaluation Methodology



Interviewed D90 staff members one-on-one via Zoom with protocols based on research-based principles for effective instruction for English learners.



Reviewed student District-level achievement data



Reviewed District Strategic Plan and relevant Board of Education policies

+

•

○

# Scope of Program Evaluation

- District-level and School-level English learner services
- Identification, placement, exiting, and monitoring
- English learner student performance
- Special education identification, services, and exiting English learner services
- Professional development
- Curriculum resources
- Family and community
- Equity and inclusion

# District 90 Commendations



Classroom and EL teachers have close, collaborative relationships

Multi-Tiered Systems of Support (MTSS) help inform EL teachers regarding specific student needs

EL families receive required notification of eligibility

EL teachers report they have necessary materials for instruction

# District 90 Commendations



District has reviewed its materials to ensure outdated, stereotyped resources are exchanged for more current, representative, and inclusive materials

Quality language interpretation services are available to effectively communicate with non-English speaking families

District 90 has placed equity and hiring of diverse staff as major goals in the District's Strategic Plan

**CENTER FOR APPLIED  
LINGUISTICS SUMMARY OF  
RECOMMENDATIONS**



# DISTRICT AND SCHOOL-LEVEL RECOMMENDATIONS

## Designate

District-level or school-based personnel with qualifications or experience to provide EL services, oversight, and guidance for program

+

○

## Formalize

systems for identification of service needs

## Expand

policies and practices to pre-kindergarten students

# English Learner Student Performance



## Gauge

program effectiveness through the performance of former students who have exited services versus standardized tests

## Examine

high rates of mobility and absenteeism of EL student

## Establish

longitudinal review of student entrance and exit dates from EL program to determine rates of acceptable progress

# SPECIAL EDUCATION IDENTIFICATION, SERVICES, AND EXITING EL SERVICES

Ensure

collaboration between EL and Special Education teachers for dual identified students

Incorporate

language services for dual identified students in Individualized Education Plan (IEP)

Include

EL professional on IEP team trained in second language acquisition to help differentiate between limited English proficiency and disability

+

•

○

# Family, Equity, and Inclusion

- Involve linguistically and culturally diverse families to play a larger role in school activities and policy matters
- Maintain information about preferred languages of families for optimal communication
- Provide culturally relevant and responsive instruction for all teachers
- Review Strategic Plan Goal 3 strategies to ensure they align with desired outcomes

# Curriculum Resources and Professional Learning



Incorporate digital features and tools to support EL students and teachers



Include materials that focus on anti-bias curriculum



Provide both EL and classroom teachers with professional learning in effectively educating EL students



Incorporate critical conversations for teachers who don't have substantive experience with student from linguistically, culturally, or socioeconomically diverse backgrounds

# Next Steps



Revise documents and refine processes and procedures



Include EL teachers on IEP teams for students with dual needs



Establish process for tracking EL students' rate of progress over time



Conduct Phase II of CAL Program Review



Develop professional learning plan for general education and EL teachers