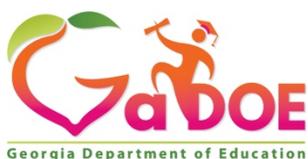# Assessing EL Language Program Needs for the Comprehensive Needs Assessment (CNA)

**Office of Federal Programs
Title III, Part A Program**

June 2021

Instructions:

Local educational agencies (LEAs) may use this *optional EL Language Program Needs' Assessment* as a practical way to gather information that will inform the overall system's Comprehensive Needs Assessment (CNA). The purpose of this specific needs' assessment companion guide is to assist Title III Part A directors in critically analyzing multiple sources of data they can use to evaluate the EL language program effectiveness and to plan for the next school year.

In addition to this companion guide, an "*English Learner Program School Level Data*" Excel spreadsheet is provided to LEAs to facilitate the collection of EL data in a format that will help the leadership team identify needs across the school district and possibly some root causes.

Section 1 – Evaluation of the *State/Locally*-Funded ESOL Program

Part A: Data & Information

1. _____ Number of ESOL teachers earned through QBE (See LEA's current QBE/FTE Allotment Sheet):
   a. _____ Number of state/locally funded ESOL teachers employed by LEA.
   b. _____ Number of state/locally funded ESOL support staff employed by the LEA.
      i. _____ Number of ESOL-specific Paraprofessionals
      ii. _____ Number of ESOL-specific Instructional Coaches
      iii. _____ Other ESOL staff (Please list):
2. Strengths of LEA's ESOL program as noted in Comprehensive LEA Improvement Plan (CLIP):

3. Challenges of LEA's ESOL program as noted in CLIP:

4. What state/locally funded activities does the LEA provide for the parents of ELs?

5. What state/locally funded professional development does the LEA provide for ESOL teachers and EL administrators?

6. What English language development (ELD) curriculum is used in ESOL classes?

Part B: Self-Reflective Questions

1. Does the LEA have an adequate number of teachers to instruct EL students? (OCR Jan 2015 *Dear Colleague Letter: English learners*, pg. 14)

2. Do the educators teaching ELs have the certification, training, and have mastered the skills necessary to effectively teach in the LEA's program for EL students? (OCR Jan 2015 *Dear Colleague Letter: English learners*, pg. 14)

3. Do ESOL teachers have adequate and appropriate English language development (ELD) instructional resources?

4. Are all ELs scheduled in instructional models based on their needs and ELP level?

   For example, Sheltered, Scheduled Delivery Models work well with students at lower ELP levels and newly arrived ELs and Push-in/Collaborative Delivery Models works well with students at higher ELP levels.

5. Does the Master Schedule provide ELs with an adequate number of ESOL services, uninterrupted time, and opportunity to learn English?

6. Does the **ESOL Program Handbook** align with statewide procedures and guidance?
   - Registration procedures & training data clerk staff
   - EL entrance procedures with district roles specified.
   - Screening procedures - collaboration with SPED for accommodations.
   - Identification procedures
   - Parent notification
   - EL/TPC procedures
   - Testing – collaboration with SPED and Assessment for accommodations
   - EL exit procedures with district roles specified.
   - Record maintenance

Section 2 – Evaluation of Previous Year's *Federally* Funded Supplemental English Language Program

The chart below lists examples of federally funded supplemental interventions provided during the most recent school year. Title III, Part A directors could list their own information on a similar chart to guide the team's evaluation of the previous year's activities.

Intervention/Targeted Population	Was this intervention effective?	How do you know?	Will the LEA offer this intervention next year? If yes, list the changes that will be made, if any.
Imagine Learning/ELs with ELP of 2.8-4.1 at Jones Elementary	Yes	73% of the ELs using the program demonstrated growth in English language development as measured by the software.	Yes. No changes.
Intercession Tutoring for ELs with ELP 1-3 at Dogwood High School	No	Very few of the invited ELs attended the program. Of the 10 ELs who attended, only two exhibited growth, as measured by the pre/post assessment.	No. Instead, we will offer an after-school tutoring program for selected ELs & provide transportation.
Rosetta Stone licenses for parents of ELs who requested (25 licenses awarded to first 25 who responded to offer)	No	Of the 25 licenses provided to parents, only 5 parents used them regularly and demonstrated success.	Yes, we will try this again, but will do a better job tracking parent usage of the program. At the end of each month, we will identify the parents who have not been using the program at least three times a week and will let them know that, unless their usage increases, the license may be assigned to another parent at the end of the quarter.
Book study for ALL teachers of ELs at Smith Elementary School	Yes	90% of the participating teachers indicated, on the year-end PD survey, that they enjoyed the book study and that they learned new information to use in their work with ELs.	Yes, will do this again with a new book.

Section 3 - Planning for the Upcoming School Year

Part A: Examine English Learner Data

1.   Complete the "*English Learner Program School Level Data*" Excel spreadsheet.

2.   Additional considerations when thinking about individual English learners and their achievement:
   - Undiagnosed learning difficulties/differences/disabilities
   - Students' previous experiences/background (Refugee from war-torn area? Emotional instability? Poverty? Health issues? Etc.)
   - Students' AGE factors –
     a. Overage for grade-level? Adult?
     b. Number of years left for student to learn English before aging-out of school.
     c. Students' grade level – Number & complexity of state academic standards to meet (Amount of English required increases at each successive grade level)
   - Students' literacy level in primary language
   - Number of years EL students have been in the ESOL Language Program (or qualified as an EL)
   - Teachers' & school leaders' professional qualifications to meet EL students' needs.
   - Teachers' & school leaders' level of knowledge of other languages and backgrounds
   - Students' primary language distance from English (Does primary language have a written code like English? A similar sound system? Etc.)

Once the "*English Learner Program School Level Data*" Excel spreadsheet is semi-complete (it will not be fully complete until late fall), it is time to design the district's EL language program for the upcoming school year.

Sort the spreadsheet by schools with the greatest percentage of English learners.
   - Examine the 2020 ACCESS English level proficiency (ELP) scores as compared to the 2021 ACCESS ELP scores. Is the percentage of students scoring at the lower levels decreasing?
   - Examine the 2019 ELA GA Milestone results for the English learners as compared to the 2021 scores. Is the percentage of students scoring at the Beginning Learner level decreasing?
   - Did the LEA's EL exit rate improve in 2021 as compared to 2020?

Part B: Design the State/Locally Funded ESOL Program for the Upcoming School Year

1. How many ESOL teachers does each school need to adequately provide the ESOL services the students need?

2. What curricula and instructional resources will be needed for each grade level by school?

3. Which ESOL delivery models will be used by school reflective of subpopulations within the EL group (EL student needs) – disaggregated by ELP level?
   a. Sheltered, Scheduled work well with students at lower ELP levels, newly arrived ELs.
   b. Push-in/Collaborative works well with students at higher ELP levels.
   c. Dual Language Immersion Program?

4. How can the school's master schedule be designed to provide for EL needs?

5. Does the ***ESOL Program Handbook*** need revisions?
   a. Registration procedures & training data clerk staff
   b. EL entrance procedures with district roles specified.
   c. Screening procedures - collaboration with SPED for accommodations.
   d. Identification procedures
   e. Parent notification
   f. EL/TPC procedures
   g. Testing – collaboration with SPED and Assessment for accommodations
   h. EL exit procedures with district roles specified.
   i. Record maintenance

Part C: Design the *Federally* Funded Supplemental English Language Program for the Upcoming School Year
(Fund Sources: Title I-A, II-A, III-A, IV-A, other)

Planning for the LEA's/School's Supplemental Language Instruction Educational Program (LIEP)

- Determine which ELs will be targeted for additional language instruction with supplemental (federal) funds –
  o Does the LEA want to target the 5th graders scoring at ELP levels 3 and 4 to give them the boost they need to exit EL status prior to entering middle school?
  o Does the LEA want to target high school ELs scoring at ELP levels 1 and 2 to give them a boost in learning basic English to quickly get them on track to be able to take credit-earning classes?
  o Does the LEA want to target middle school ELs scoring at ELP levels 3 and 4 to give them the boost they need to exit EL status prior to entering high school?
  o *It is important to remember that, since funds are limited, it is a best practice to target specific ELs with supplemental funds to focus the district's efforts on the students with the greatest needs. The ESOL program should focus on ALL ELs.*

- What supplemental language instruction educational interventions or activities will the district/school provide for the identified ELs?
  o *It is important to remember that all students do not need the same type of supplemental intervention or activity. For example, some identified ELs will*

benefit from the use of a particular English language software, but not necessarily all of them. After-school tutoring might be useful to some but will not benefit others.

  o *A best practice is to avoid purchasing a single intervention or planning a single activity and applying it to all targeted ELs.*

Planning the LEA's/School's English Learner Teacher and Administrator Professional Development (PD) Program

- Examine the feedback from the EL teacher professional development (PD) survey conducted at the end of the last school year or at the end of each EL-focused PD session provided during the school year.
- Examine the results of administrator walk throughs and TKES data for teachers of ELs.
- What do the teachers of ELs need to help the students become proficient in English and in content area subjects?
- What do the administrators need to learn how to supervise and evaluate programs and classrooms with ELs?
- How can we ensure that the PD will be effective to help all teachers and administrators of ELs learn how to teach EL students?

Planning the LEA's/School's Supplemental Parent and Family Engagement Program

- Examine the perception data from the EL parent/family surveys administered at the end of the last school year or at the beginning of the new school year.
- What do the families want/need?
- During what time of day/days of the week will they most likely be able to participate in activities?
- What supplemental activities will the LEA provide to help them learn how to help their children succeed in school?
- *It is important to remember that under Title I-A, LEAs must provide family engagement activities for the parents of Title I students, including English learners. Title III-A statute requires that funds be expended to provide effective activities and strategies to parents and families of ELs that enhance or supplement language instruction educational programs for ELs. The Title IIIA supplement not supplant provision requires that these activities also supplement the activities being provided by Title I-A.* (See Section 3115(c)(3) and Sec. 3115(g).)
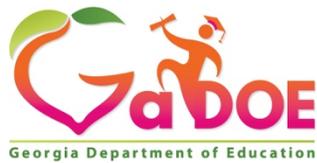
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