



COLORADO
Department of Education

Considerations for Annual Report-Writing:

ELPA Excellence Awardees

September 1, 2016

Agenda

- Purpose of the Reports
- ELD Sections
- Evaluation Sections
- How Reports are Used
- Next Steps

Overview

This session will provide a section-by-section overview of rubric indicators in preparation for completing the ELPA Excellence Awardee End of Year Report



Purpose of the Report

The English Language Proficiency Act (ELPA) Excellence Award program is designed to award grants to local education providers and charter schools with evidenced based English Language Proficiency Programs that achieve the highest English language and academic growth among English learners in program and the highest academic achievement for English learners who have transitioned out of the English language proficiency program.

- CDE Requirements
- Awardee Requirements

End-of-Year Evaluation & Reporting

At the conclusion of the school year in which the ELPA awardee receives a grant, it must submit to the CDE:

- A data analysis and summary of the awardee's evidenced based English Language Proficiency Program that includes:
 - A description of the program;
 - A description of how program effectiveness was evaluated and how data analysis was conducted as a part of the evaluation process;
 - A summary of the data analysis findings;
 - A summary of effective program elements; and
 - A summary of challenges overcome to improve the quality of program.
- An Annual Financial Report of the awardee's use of the funds received.

English Language Development (ELD) Program Information

Sections of the ELD Program(s) Information and Description

- **Description of the ELD Program**
- **Effective Elements of the ELD Program(s)**
- **Overcoming Challenges and Barriers of the ELD Program(s)**

Program Information: Guiding Questions

- How do we identify students for ELD services? How do we assess student language, as well as academic needs?
- How do we use research to determine which type of ELD program(s) will best meet the needs of our students?
- How do we integrate the CELP Standards into our district's curriculum and into daily instruction?
- How do we implement the ELD program? (e.g. pull-out, push-in, or a combination of both; through content, a separate ELD block, or both)
- How and how often do we evaluate our ELD program(s) to ensure they are being implemented as intended/designed?
- How do we progress monitor student performance?
- How do we make changes or adjustments to the program based on data and/or our answers to the above questions?

Program Information Rubric: ELD Program(s) Description

- Process for EL identification is provided with specific details that include a body of evidence and description of how supports for ELs are individualized based on the identified language proficiency level
- Assessment of student linguistic and academic needs is clearly described and is used to improve programming and instruction for ELs
- Research behind ELD program is clearly presented, describes the selection process and reflects the English learner population they are serving and the students' linguistic, social-emotional, and academic needs
- Integration of CELP standards is described in detail, evident in daily classroom practice, and connects to all content areas in order to meet students' linguistic, social-emotional, and academic needs
- ELD program implementation is systemic and monitored on an ongoing basis to ensure that adjustments to implementation continue to reflect students needs
- Changes and modifications to the ELD program are clearly connected to the annual evaluations which include formal, annual evaluation, as well as progress monitoring checkpoints for ELD program implementation or student performance and growth

Program Information Rubric: Effective Elements of the ELD Program(s)

- Effective elements of the ELD program are clearly and concisely described, including rationale and evidence to support why the components were effective

Highlights from Last Year's Reports:

- Value of diversity is reflected in the culture and climate of charter school/district
- ELD experts included on charter school/district leadership team
- Data-informed decision-making across multi-disciplinary teams
- Frequent monitoring of both linguistic and academic progress
- Family and community engagement and partnerships
- District/charter school have systems that support collaboration
- Professional learning opportunities are based on teacher and student needs identified by data
- Viable and rigorous instructional programs that embed CELP and CAS within the instructional units

Program Information Rubric: Overcoming Challenges and Barriers of the ELD Program(s)

- Challenges/barriers of the ELD program are clearly and concisely described, including why the components were challenging and how they were overcome

Examples from Last Year's Report:

- Need to overcome cultural bias and lack of understanding of diversity within schools
- Need to provide adequate professional learning for general education teachers to meet the needs of ELs
- Need to effectively engage the community and reach culturally and linguistically diverse families
- Need to allocate adequate financial and human resources to effectively implement programs

Evaluation Report

Sections of the Evaluation Report

- **Program Overview and Objectives**
- **Evaluation Methods, including data used and analyses conducted**
- **Results and Conclusions, including a summary of the findings and lessons learned**

Program Evaluation: Guiding Questions

- What were the evaluation question(s)?
- What were the program objectives and how was each evaluated?
- What were the outcomes used in the evaluation and how were they measured?
- Was implementation of the program analyzed? If so, how? What data was used to evaluate implementation?
- What data was used in the evaluation? How was it determined that this was the most appropriate data for answering the evaluation question(s)?
- What analyses were conducted?
- What were the analyses results? What interpretations were made based on the analyses?
- What were the findings? Did the program meet the identified objectives and result in the desired outcomes (changes)? Were the program targets met?
- What conclusions were drawn based on the evaluation results?
- How were or will evaluation results be used to inform the program moving forward?

Program Evaluation Rubric: Program Objectives and Overview

- Program Evaluation Design and description clearly demonstrate the connections and alignment between the needs, resources available, program activities, and outcomes
- Fully developed relevant evaluation questions with specific details that concretely connect program to outcomes
- Multiple relevant objectives and corresponding measures are clearly outlined with specific details that concretely connect program activities to outcomes
- Information provided to all relevant stakeholders prior to input collection to facilitate significant and meaningful input on the evaluation plan and process

Program Evaluation Rubric: Evaluation Methods

- Fully developed evaluation methods and processes are used to monitor and improve program outcomes several times per year
- Program outcomes are clearly identified and tied to the program outputs, which are clearly tied to program inputs
- Program outputs are clearly identified and tied to the program inputs; implementation measurement is based on appropriate and relevant data and tied to each output
- Reviews and uses various relevant data on an ongoing basis, to determine program outputs and monitor the impact of the program on student outcomes
- Appropriate, relevant, and meaningful analyses were conducted and clearly articulated in report
- Analyzed and used both State and local disaggregated student data to track student outcomes across years and used the results to improve the ELD program

Program Evaluation Rubric: Results and Conclusions

- Results and conclusions are clearly and concisely described, including their relevance and impact on the future of the ELD program and tied back to the program resources and activities
- Plans for the use of evaluation results are fully developed and are well-articulated. Plans include the lessons learned (what worked and what did not) and how those lessons will impact the future of the ELD program

Why is Adherence to this Format Important?

Synthesis of the EOY Reports

A cross unit team of CLDE and DPER staff members first will review the reports on their own, then later collaborate to identify and calibrate findings in the review of EOY reports.

- **Synthesis and comparison of reports will be used to determine:**
 - Commonalities across ELD programs and evaluation practices
 - Unique aspects (practices unique to a charter school/district or noted in less than 3 awardees)
 - Exemplary practices that will be highlighted in CDE's synthesis report
- **CDE will follow-up with awardees if we have any questions or need clarification or elaboration on any practices in order to write our report.**

Resources and Contacts

CLDE Resources and Tools:

<http://www.cde.state.co.us/search/node/Culturally>

http://www.cde.state.co.us/cde_english/elau_pubsresources

Evaluation Reports:

<http://www.cde.state.co.us/fedprograms/dper/evalrpts.asp>

Next Steps

- Give it a shot!
- Call us for help during office hours
 - Thursday, September 8
 - 10:00 to 12:00
 - 1:00 to 2:30

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