

English Learner Program Evaluation

This tool provides program evaluation criterion that can frame the evaluation of the English Learner Program. The evaluation committee can use this tool to indicate the status of the district or school on each criterion, summarize the information and data that supports the evaluation, and document goals and action steps to support program improvements for the next school year. Indicate whether each criterion has been fully achieved, partially achieved, or not achieved.

Evaluation Criterion with Supporting Data and Goals

1. Policies and procedures are current and compliant.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

2. The handbook and English Learner web page are up to date.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data

- Reasoning:
- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

3. English Learners are making progress on outcomes.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

4. Groups of English Learners with disabilities are progressing (based on review of Individualized Education Programs (IEPs) for dually identified students and progress on attaining English language proficiency).

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data

- Reasoning:
- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

5. There are challenges that need to be addressed.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

6. Resources dedicated to English Learner programming are sufficient to meet needs (based on review of teachers' schedules, resources, and materials).

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data

- Reasoning:
- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

7. General education teachers are receiving adequate supports.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

8. Accommodations and scaffolds are being used.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:

- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

9. All staff are receiving the appropriate type and quantity of high-quality professional development on for supporting English Learners.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

10. The district or school (and each building) is welcoming and inclusive supportive of for English Learners.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:

- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

11. District and school staff are meaningfully engaging with and supporting families.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

12. There are additional services that the district or school provides to meaningfully engage with and adequately support families (e.g., events, topics, and communication).

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:

- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

13. Family communication services (e.g., translated documents and interpreters) are easily accessible and sufficiently utilized.

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:
 - Information:
 - Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

14. Funding is utilized appropriately (consider allowable uses of funds).

- ☐ No
- ☐ Partially
- ☐ Fully
- Supporting information and data
 - Reasoning:

- Information:
- Data:
- Goals and action steps for the coming year
 - Step 1:
 - Step 2:
 - Step 3:

These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.