

DeKalb County School District English Learners Program Evaluation & Master Planning

Board Meeting Presentation

March 10, 2025

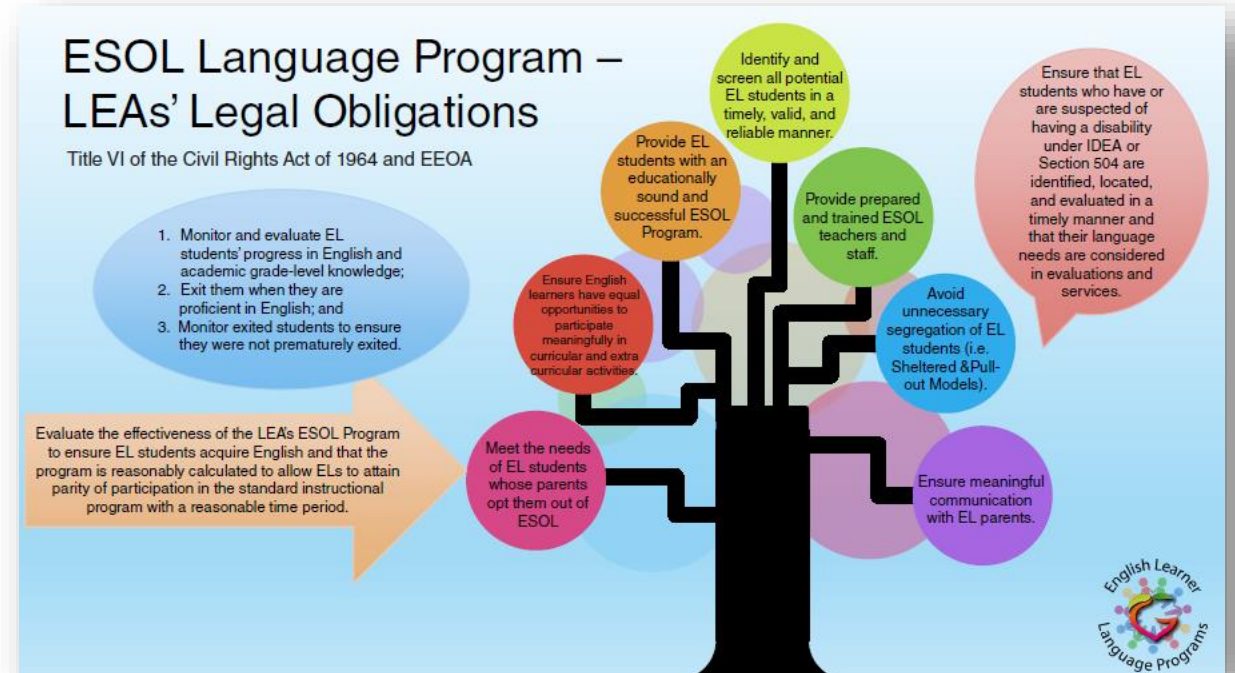


Location:

1701 MOUNTAIN INDUSTRIAL BLVD.
STONE MOUNTAIN, GEORGIA 30083

ESOL PROGRAM EVALUATION

- **Why?** The program evaluation of the DCSD English Learners Department, ESOL program and related services to align with LEA's Legal Obligation
- **Purpose:** Develop a Master Plan to enhance the ESOL program and gain critical information to effectively plan and implement instructional practices which best support our English students' learning.



ESOL PROGRAM EVALUATION AND MASTER PLANNING

The RMC Research Group was selected and approved to conduct the ESOL program evaluation and master planning for DeKalb County School District.



The program evaluation includes the monitoring and evaluation of the following

- | | |
|--|--|
| <ul style="list-style-type: none">• Organizational structure• Entry, identification, and screening of potential ELs• GaDOE compliance documentation of ELs• Evidence-based instruction• Delivery models and scheduling practices | <ul style="list-style-type: none">• Assessment practices• Reclassification and exiting practices• Professional development needs• Interpretation, translation and communication practices |
|--|--|

DEKALB COUNTY SCHOOL DISTRICT (DCSD) ENGLISH LEARNER (EL) PROGRAM EVALUATION AND MASTER PLANNING TIMELINE

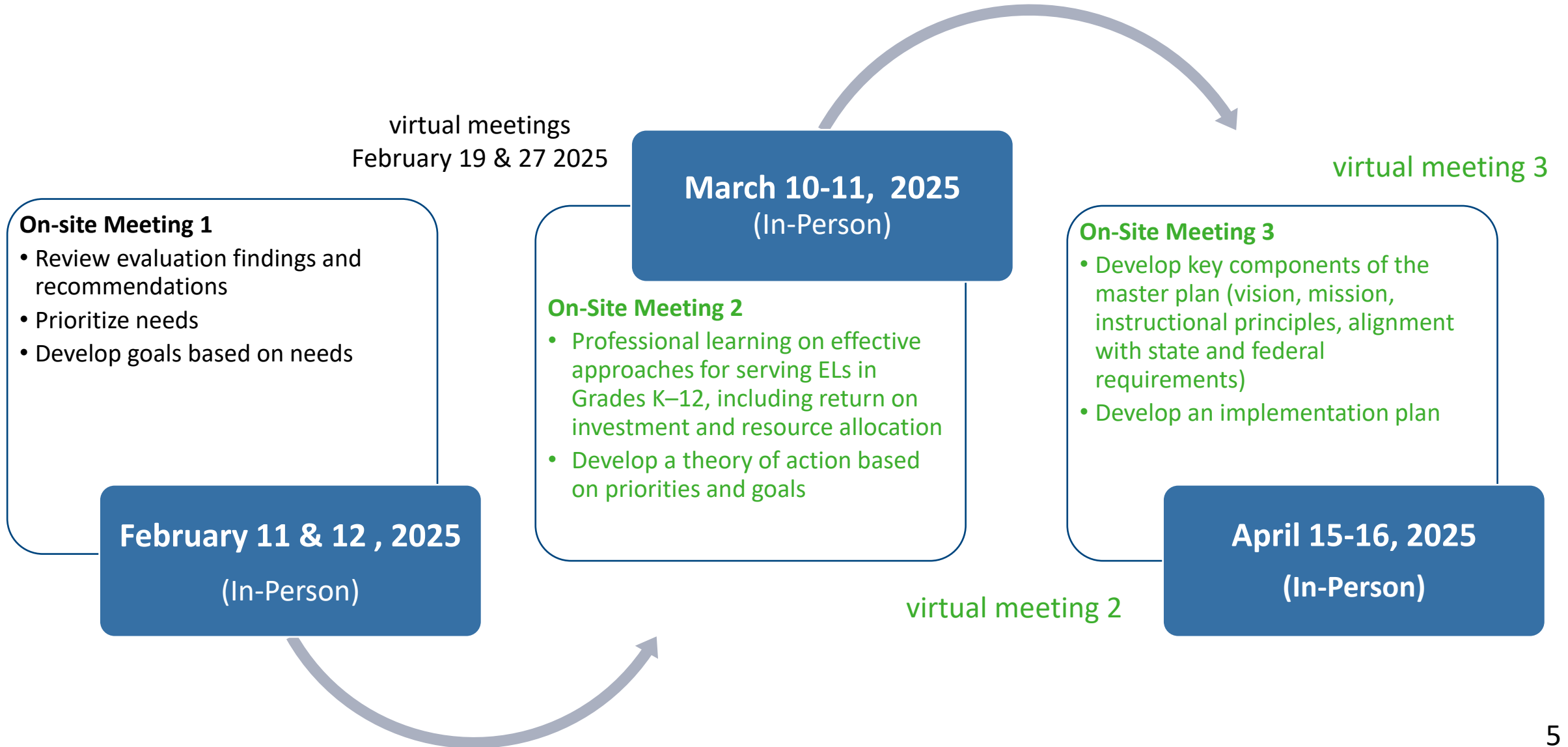


- Data analysis Surveys (Teacher, Student, Instructional Leaders)
- Classroom observations (37 observations conducted)
- Focus groups (Parent, Teacher, Principal, Instructional Leaders)

- Data synthesis & reporting
- Three 2-Day Work sessions with DCSD stakeholders
 - Meeting 1:** Priorities and Goals
 - Meeting 2:** Professional Learning and Theory of Action
 - Meeting 3:** EL Master Plan Components and Implementation Action Plan

- “Plan-Do-Study-Act” (PDSA) cycles for continuous improvement
- Final reporting and sustainability

WE ARE HERE-PHASE 2



PHASE 1 – THE EVALUATION REPORT

November 2024–January 2025



PHASE 1 - EL PROGRAM EVALUATION

- Student-, school-, and district-level data request processed by DCSD
- Start analysis of student-, school-, and district-level data
- November 8–24/Dec. 3–16:
Administer
 - Principal & instructional leader surveys
 - Teacher surveys
- Dec. 17:
 - Start analysis of survey data

Nov.-Dec. 2024

**December 2024-
January 2025**

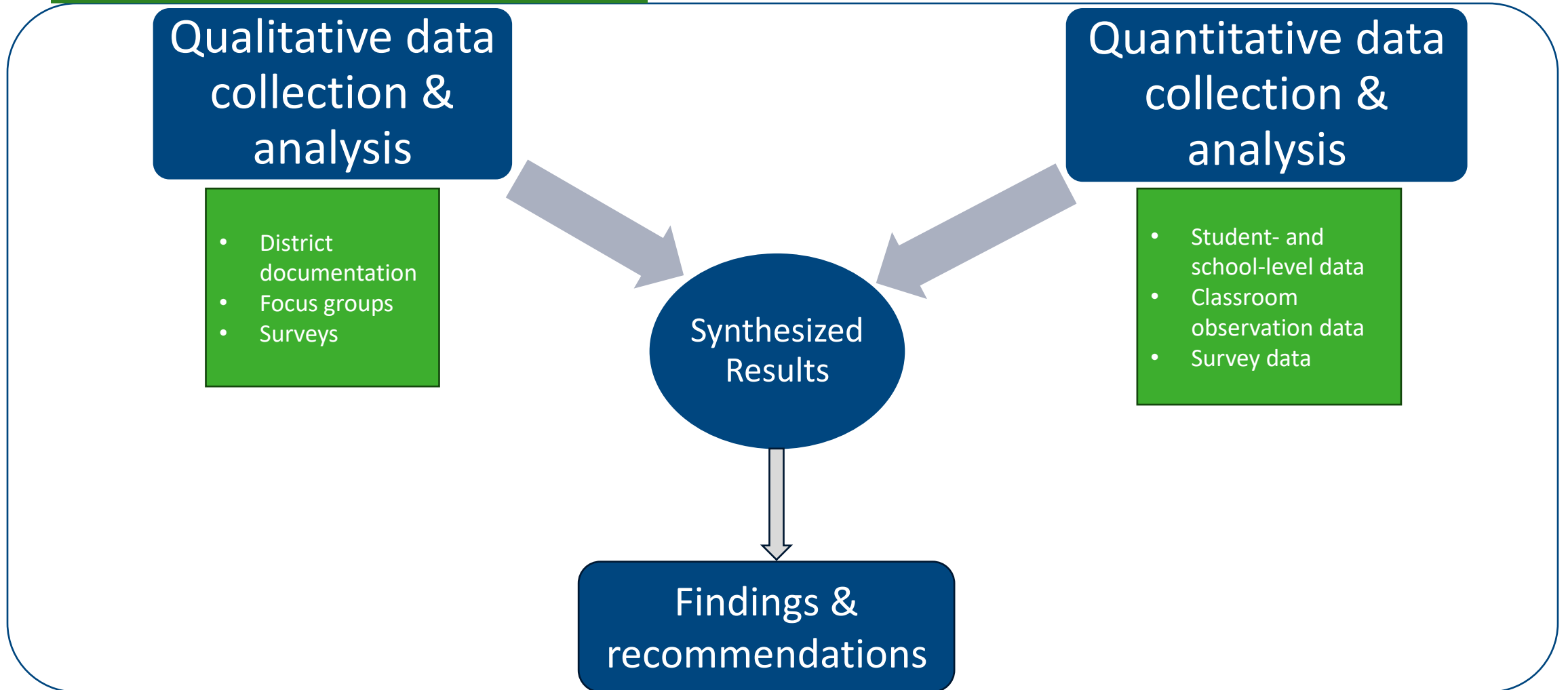
- December 3–5:
Collect data through
 - Classroom observations
 - Parent and student focus groups
- December 11–18:
 - Principal focus groups
 - District leadership focus group
- December 9-January 20:
Complete analysis of
 - Student-, school-, and district-level data
 - Survey data
 - Focus group data

- Complete triangulation of quantitative and qualitative data
- Prepare report summarizing findings and describing recommendations for master plan (Phase 2)

**January–early
February 2025**

PHASE 1 – THE EVALUATION REPORT

November 2024–January 2025



PHASE 1 – STATE AND DISTRICT DOCUMENTATION REVIEWED

1. Georgia Department of Education

- Georgia English Learner Identification and Placement Guidance Document 2024-25
- Resource Guide to Support School Districts' English Learner Language Programs
- GA ACCESS for ELLs Online Checklist 2024-25
- GA ACCESS for ELLs Paper Checklist 2024-25
- ESOL Language Program-LEAs' Legal Obligations

2. District-level documentation [Ms. Bertrand-Thank you!!!]

- DCSD EL Department Handbook 2024-2025
- District EL guidance documents
- EL Monitoring Policies and Procedures
 - EL Reclassification Policies and Procedures
 - Home Language Surveys (15 languages)
 - Identification and Assessment Policies for ELs

PHASE 1 – FOCUS GROUPS AND SURVEYS

Focus
Groups
12/24

- 2 Parent
- 2 School Principal
- 1 District EL Leader

Surveys
12/24
2/25

- Teacher (n=690)
- Instructional Leader (n=161)
- EL Parent (n=394)
- EL Student (n=1,836)

PHASE 1 – FOCUS GROUPS AND SURVEYS

Commendations

- Value the support provided by the International Welcome Center.
- Familiarity with evidence-based practices, program models, and WIDA.



Improvements

- Limited number of ESOL teachers to serve the EL population.
- Limited knowledge regarding district policies and procedures related to the ESOL Program.
- Limited access to professional learning on instructional practices.
- Communication with EL parents.



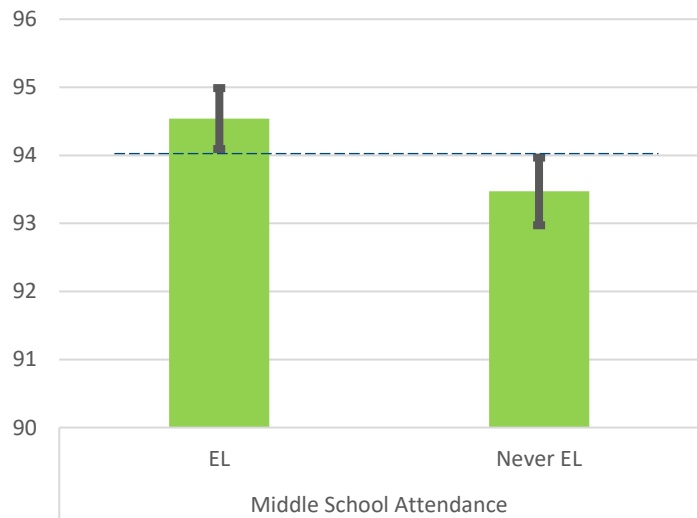
T-tests help us compare two groups (ELs and Never EL) to see **if the difference between them is real** (statistically significant). **Even if a difference looks big, a t-test checks sample size, variation, and chance.**

If a difference is not statistically significant, we cannot be sure it is meaningful or due to luck!

T-tests looks at:

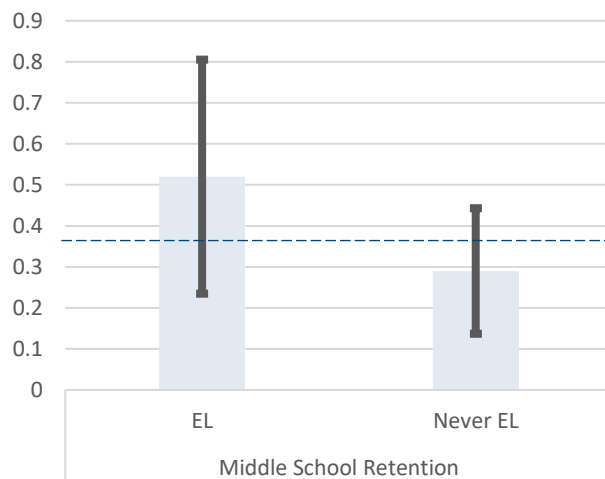
- How far apart are the group averages?
- Are the scores close together, or do they vary a lot?
- Are there enough people in the study to trust the result?

Statistically Significantly Better



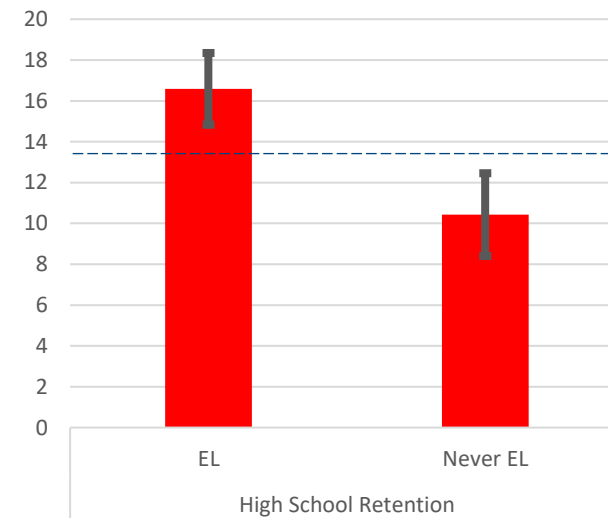
The variation (standard errors) is similar, and the means don't overlap, so the mean difference is meaningful.

Not a Statistically Significant Difference



Here the variation is wide, and the means overlap, so the difference is not meaningful.

Statistically Significantly Worse



Here the standard errors are similar, the means don't overlap in the standard error bars, so the mean difference is meaningful.

Comparing Selected Indicators by EL Status, 2021-22 to 2023-24

Outcome	School Year	Current ELs vs Never ELs		
		Elementary (n=75)	Middle School (n=27)	High School (n=22)
Retention	2021-22	3.17 > 3.03	3.59 > 3.44	14.44 > 14.38
	2022-23	.53 > .49	.31 < .36	14.14 > 12.06
	2023-24	.53 > .31	.52 > .29	16.59 > 10.43
Attendance	2021-22	94.33 > 92.67	94.44 > 93.10	90.94 > 90.47
	2022-23	98.83 > 92.28	94.70 > 93.31	90.81 > 89.13
	2023-24	94.11 > 92.76	94.54 > 93.47	89.61 > 88.83
Chronic Absenteeism	2021-22	15.97 < 24.19	16.64 < 21.35	31.84 < 36.59
	2022-23	19.09 < 26.47	16.11 < 21.17	33.14 < 39.72
	2023-24	15.97 < 22.98	14.05 < 19.24	37.87 < 39.55
Suspension Rate	2021-22	1.46 < 2.59	7.93 < 14.80	10.45 < 16.27
	2022-23	1.93 < 3.36	8.58 < 18.92	9.94 < 18.46
	2023-24	.097 < 3.48	7.80 < 16.26	10.51 < 18.71

Indicates Current EL students performed statistically significantly better than Never ELs.

Indicates Current EL students performed statistically significantly worse than Never ELs.

Note. Sample size by grade span could differ from reported n for some categories.

Comparing Selected Indicators by EL Status, 2021-22 to 2023-24

Outcome	School Year	Former ELs vs Never ELs		
		Elementary (n=9)	Middle School (n=25)	High School (n=22)
Retention	2021-22	0.00 < 3.03	.26 < 3.44	8.71 < 14.38
	2022-23	0.00 < .49	0.00 < .36	6.86 < 12.06
	2023-24	=	0.00 < .29	6.60 < 10.43
Attendance	2021-22	96.12 > 92.67	94.48 > 93.10	91.85 > 90.47
	2022-23	96.73 > 92.28	95.91 > 93.31	89.41 > 89.13
	2023-24	97.76 > 92.76	94.94 > 93.47	90.42 > 88.83
Chronic Absenteeism	2021-22	0.00 < 24.19	18.07 < 21.35	27.79 < 36.59
	2022-23	5.56 < 26.47	9.35 < 21.17	41.06 > 39.72
	2023-24	0.00 < 22.98	12.56 < 19.24	32.51 < 39.55
Suspension Rate	2021-22	0.00 < 2.48	4.58 < 14.80	7.09 < 16.27
	2022-23	0.00 < 3.36	6.85 < 18.92	10.42 < 18.46
	2023-24	0.00 < . 3.48	9.36 < 16.26	9.29 < 18.71

Indicates Former EL students performed statistically significantly better than Never ELs.

Indicates Former EL students performed statistically significantly worse than Never ELs.

Note. Sample size by grade span could differ from reported n for some categories.

Comparing GA Milestones by EL Status, Current ELs vs Never ELs 2021-22 to 2023-24

Achievement level: Percent below proficient	School Year	Current ELs vs Never ELs		
		Elementary (n=57)	Middle School (n=17)	High School (n=20)
Math	2021-22	83 > 70	95 > 78	98 > 78
	2022-23	81 > 66	94 > 78	94 > 83
	2023-24	81 > 64	93 > 76	91 > 81
ELA	2021-22	84 > 66	92 > 69	92 > 63
	2022-23	81 > 66	94 > 78	94 > 83
	2023-24	85 > 61	90 > 64	97 > 62
Science	2021-22	88 > 71	92 > 76	92 > 65
	2022-23	88 > 70	95 > 79	95 > 63
	2023-24	90 > 66	94 > 77	88 > 63

Indicates Current EL students performed statistically significantly worse than never ELs.

Note. Sample size by grade span could differ from reported n for some categories.

Comparing GA Milestones by EL Status, Former ELs vs Never ELs 2021-22 to 2023-24

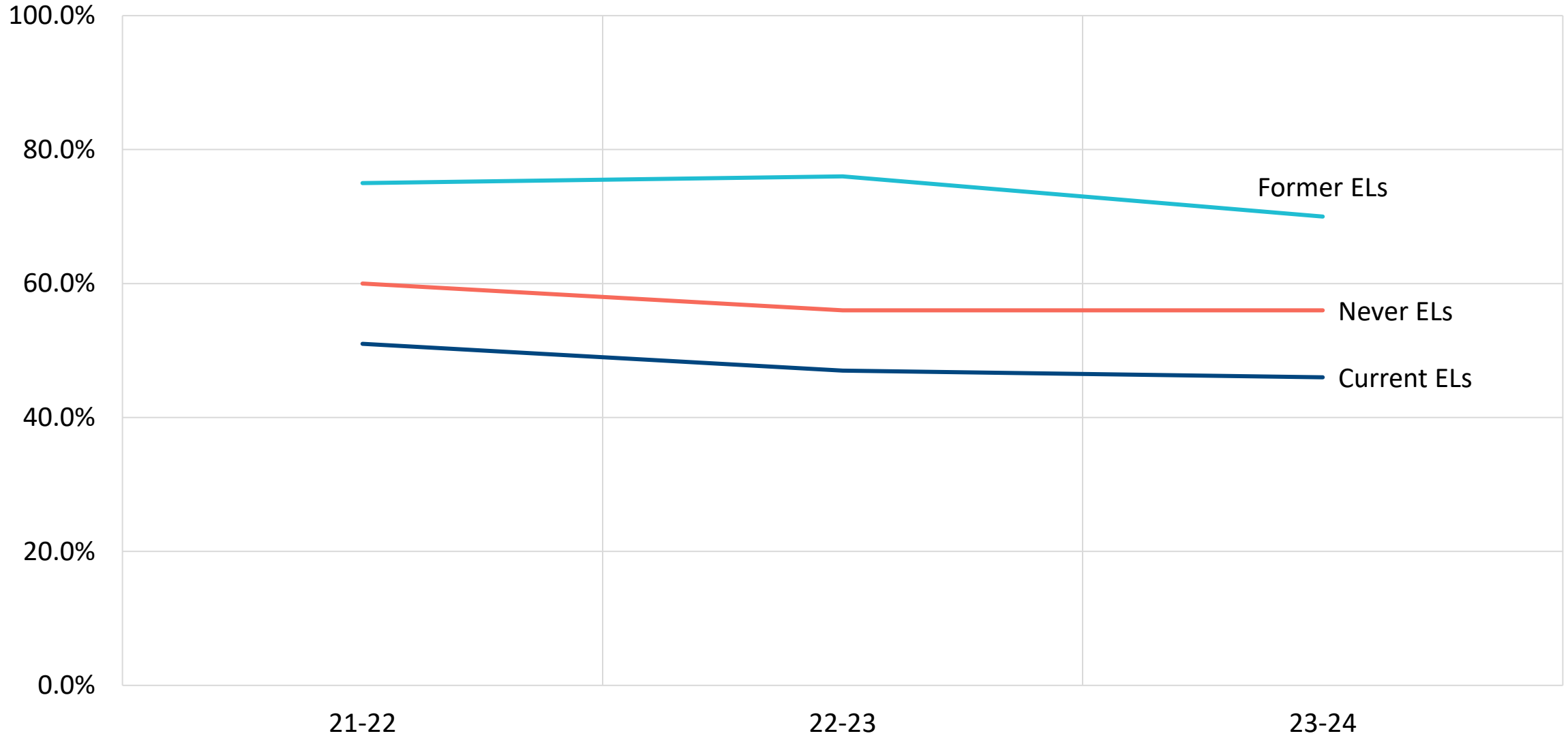
Achievement level: Percent below proficient	School Year	Former ELs vs Never ELs		
		Elementary (n=48)	Middle School (n=17)	High School (n=19)
Math	2021-22	35 < 70	67 < 78	63 < 78
	2022-23	40 < 66	68 < 78	74 < 83
	2023-24	33 < 64	59 < 76	67 < 81
ELA	2021-22	21 < 66	49 < 69	64 > 63
	2022-23	40 < 66	68 < 78	74 < 83
	2023-24	18 < 61	43 < 64	68 > 62
Science	2021-22	32 < 71	62 < 76	64 < 65
	2022-23	38 < 70	68 < 79	50 < 63
	2023-24	41 < 66	62 < 77	59 < 63



Indicates Former EL students performed statistically significantly better than never ELs.

Note. Sample size by grade span could differ from reported n for some categories.

Average Graduation Rate by EL Status, 2021-22 through 2023-24



PHASE 1 –

School-level data

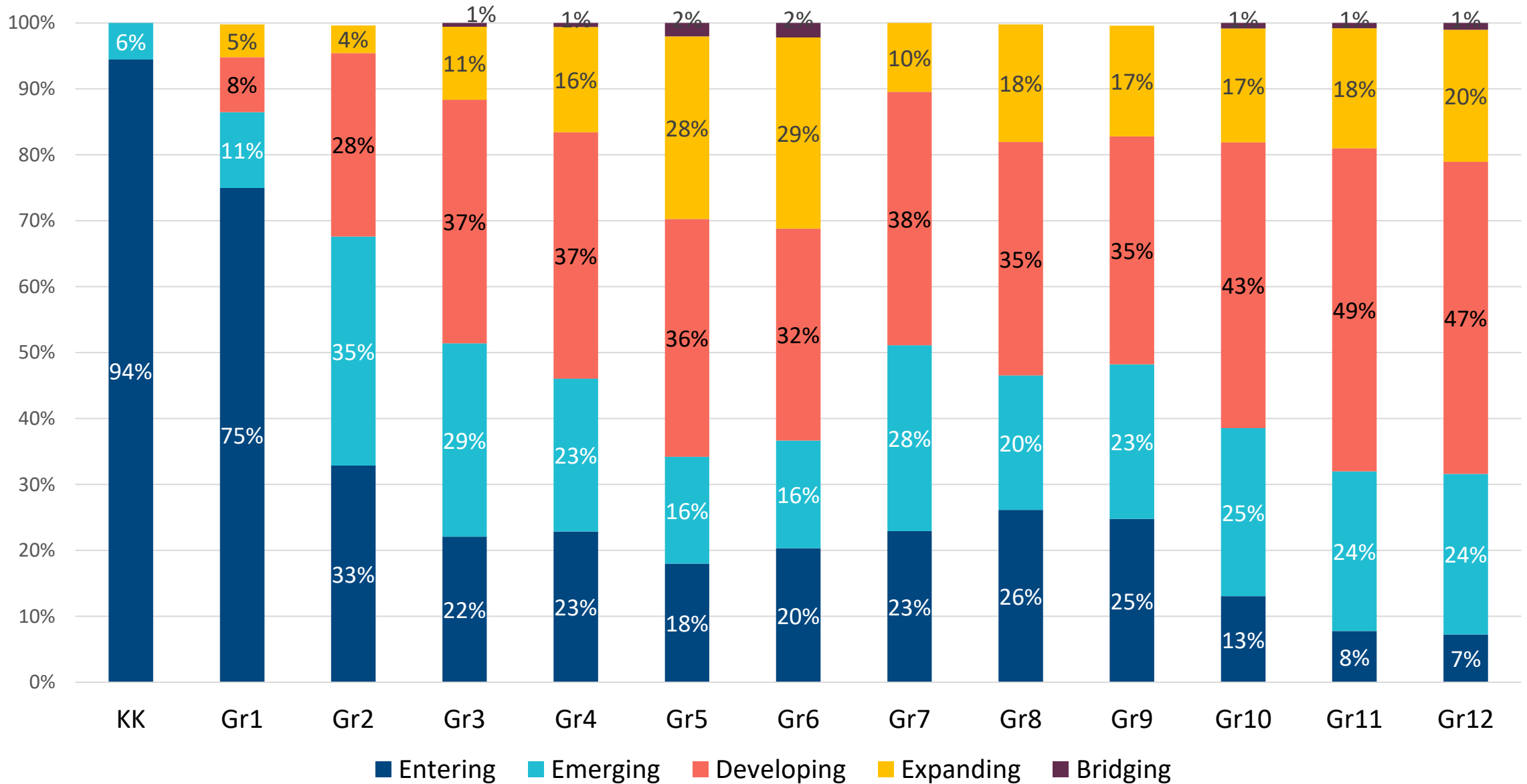
Comparing Graduation Rates by EL Status, 2021-22 to 2023-24

Outcome	School Year	Current ELs vs Never ELs		Former ELs vs Never ELs	
		High School (n=20)	Combined grade spans (n=1)	High School (n=22)	Combined grade spans (n=2)
Graduation	2021-22	.51 < .61	.75 > .42	.76 > .61	.67 > .42
	2022-23	.47 < .59	1.0 > .44	.77 > .59	1. > .44
	2023-24	.47 < .59	.55 < .88	.71 > .59	.54 < .88
Indicates current EL/former EL students performed statistically significantly better than never ELs.					
<i>Note.</i> Sample size by grade span could differ from reported n for some categories.					

PHASE 1 –

Student-level data

Distribution of English Proficiency Levels by Grade Level, 2024



PHASE 1 –

Level 1
Entering

Level 2
Emerging

Level 3
Developing

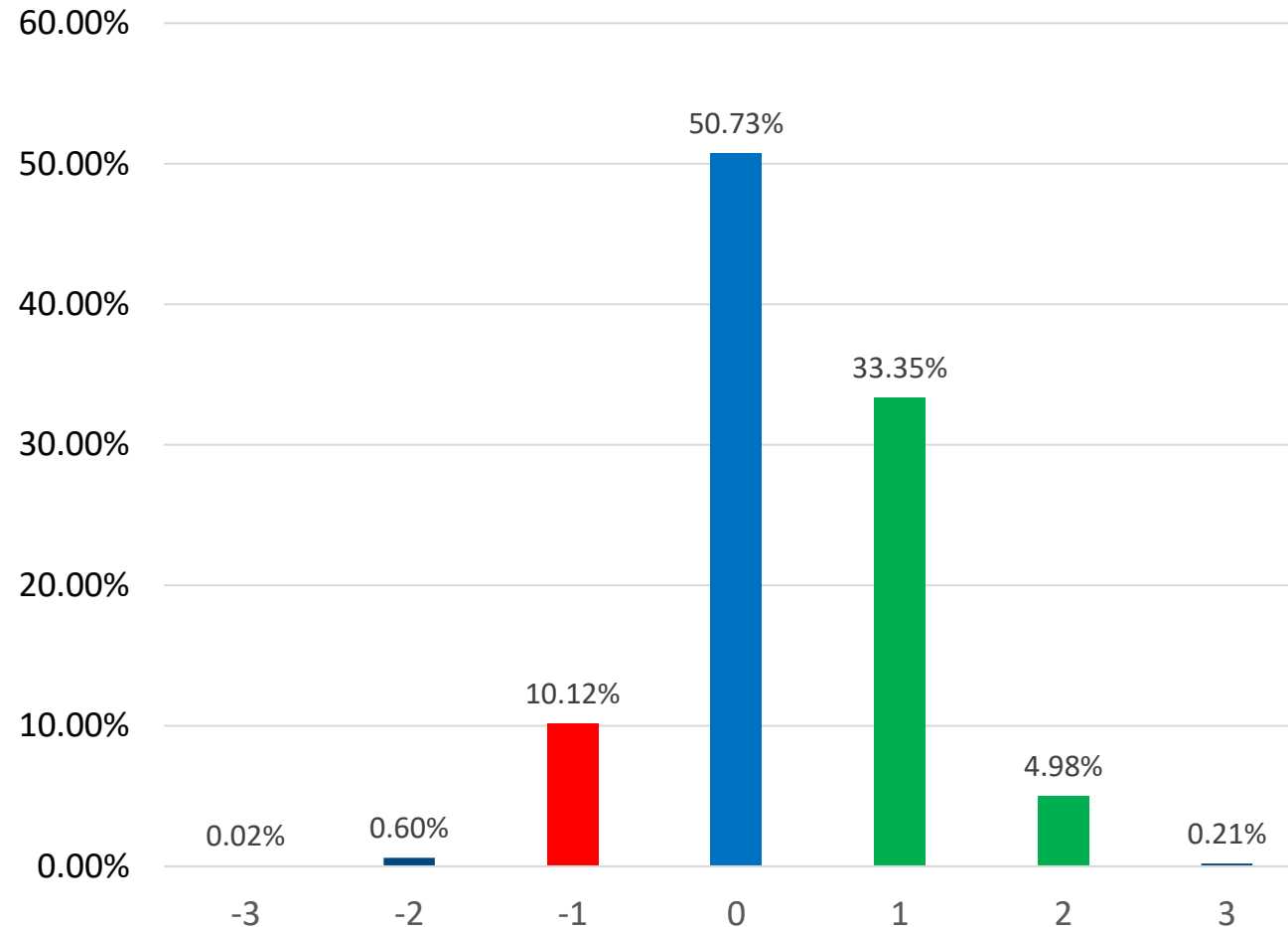
Level 4
Expanding

Level 5
Bridging

Level 6
Reaching

Student-level data

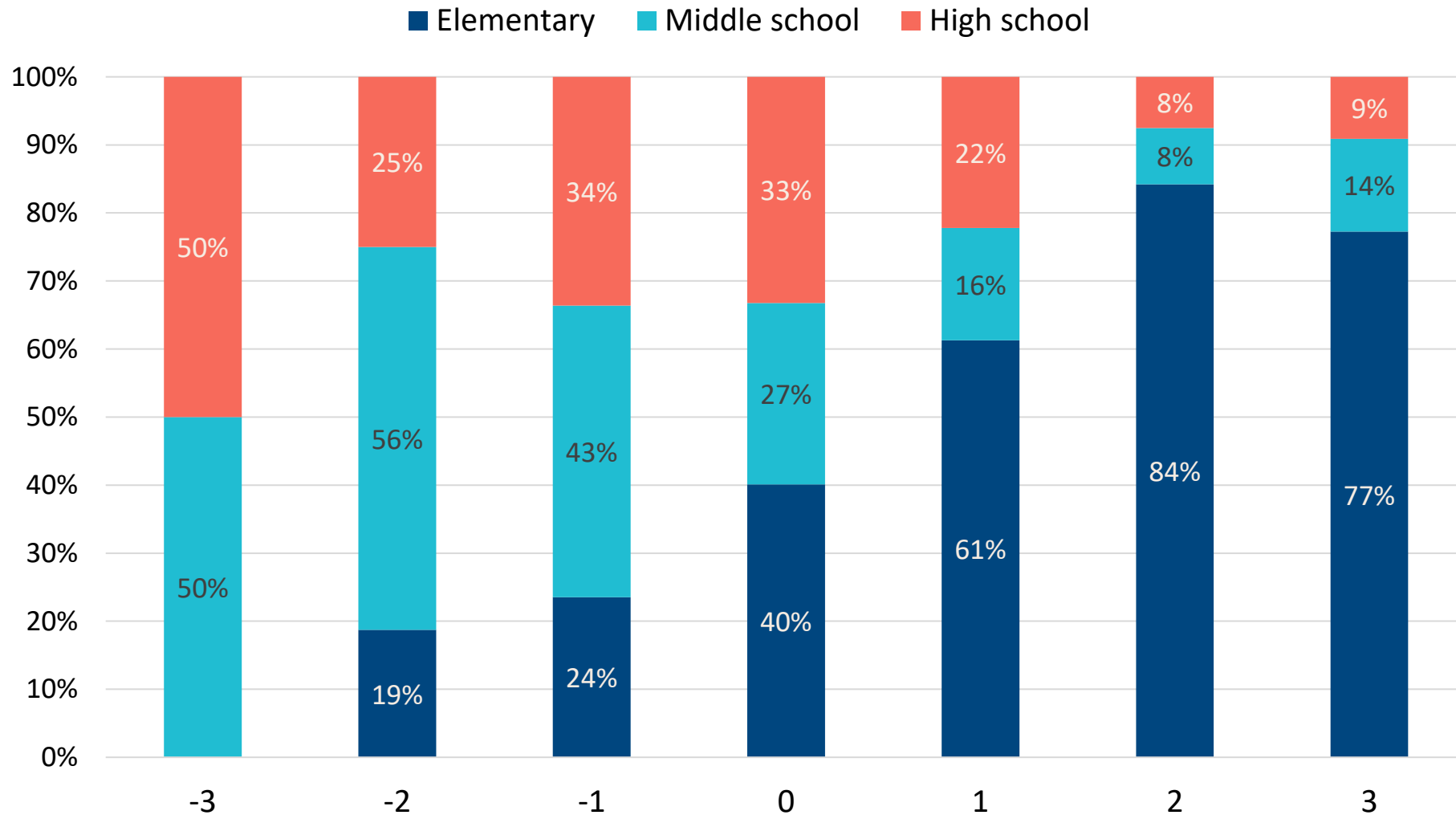
Change in ELs' English Proficiency Levels from 2023 to 2024



PHASE 1 –

Student-level data

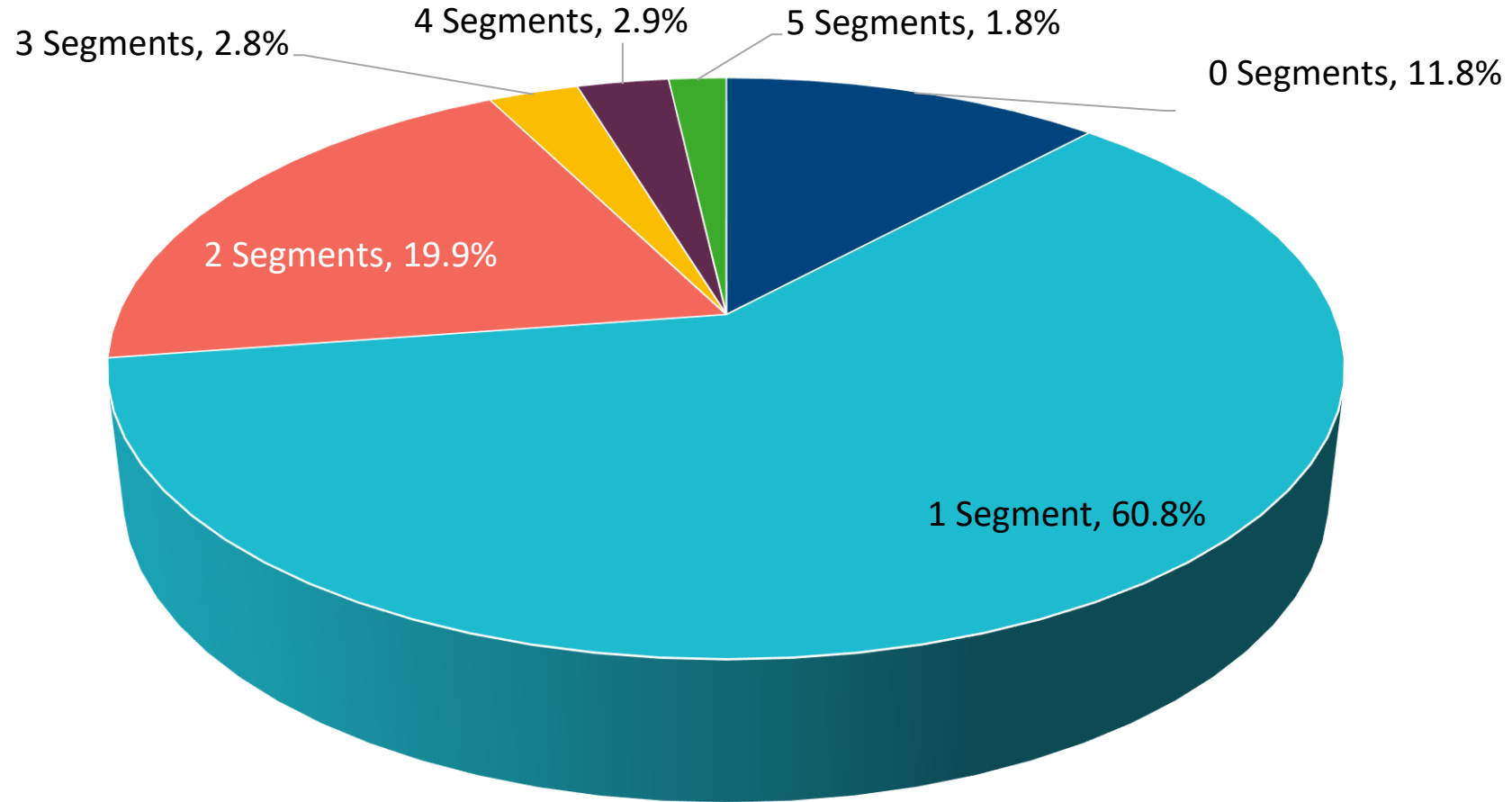
Grade Spans Where Change in English Proficiency Levels was Observed



PHASE 1 –

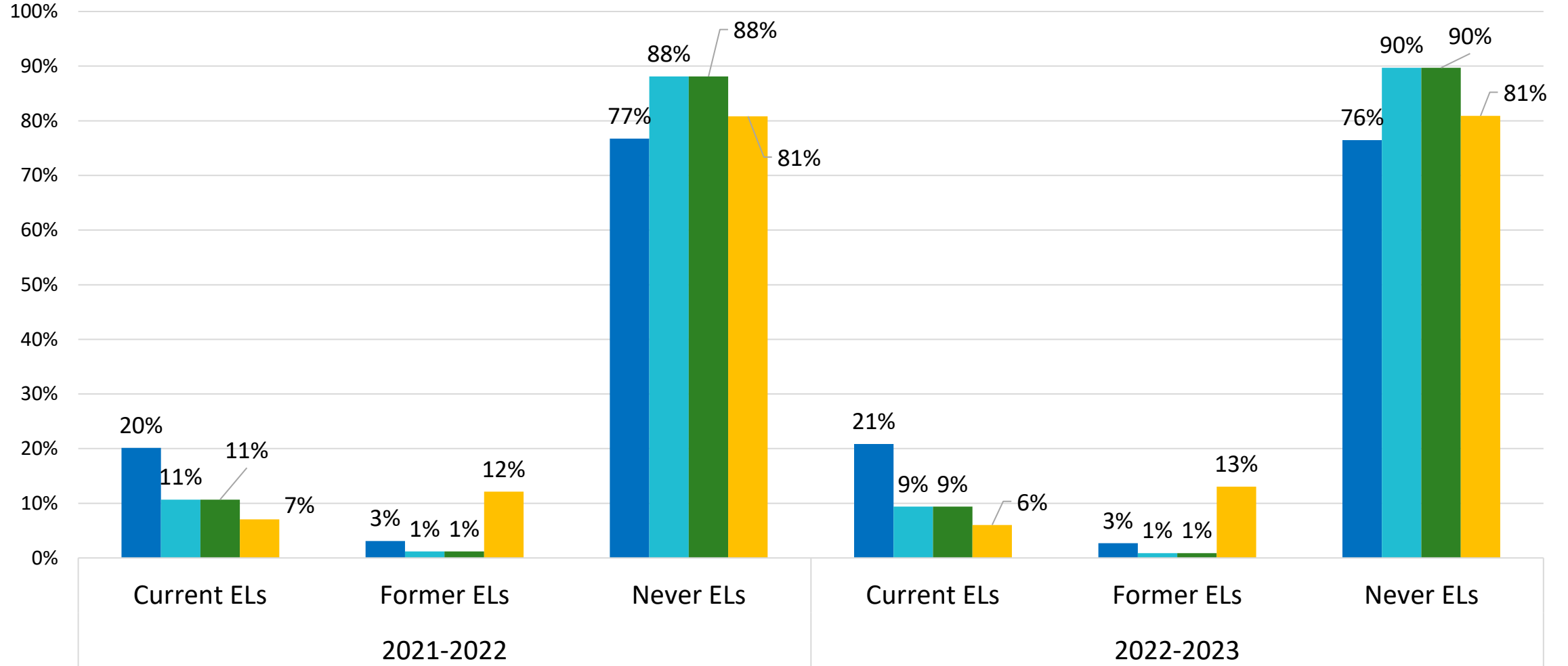
Student-level data

Number of ESOL Segments Provided to Current EL Students, 2024



Representation of ELs in AP, IB, and Meeting CCR 2021-22 and 2022-23

■ Total enrollment ■ AP ■ IB ■ CCR-Met



PHASE 1 – EL PROGRAM EVALUATION

Classroom Observations

- Classroom Observation Sample

	Percentage of EL students	Number of schools selected	Total completed observations
Elementary Schools (n=11 observations)	1–10%	2	4
	11–40%	2	4
	41–90%	2	3
Middle Schools (n=11 observations)	1–10%	2	2
	11–40%	2	5
	41–90%	2	4
High Schools (n=11 observations)	1–10%	2	3
	11–40%	2	4
	40–90%	2	4
TOTAL		18	33

PHASE 1 – EL PROGRAM EVALUATION

Teacher Sample

- Observed Teachers by Teacher Type

Teacher Observed	Elementary		Middle School		High School		Total	
	Count	% of Grade Band	Count	% of Grade Band	Count	% of Grade Band	Count	%
ESOL teacher	10	83.3	8	57.1	8	57.1	26	65
Course Teacher	1	16.7	3	42.9	3	42.9	7	35
Total	11	100%	11	100%	11	100%	33	100%

PHASE 1 – EL PROGRAM EVALUATION

Classroom Observation Tool

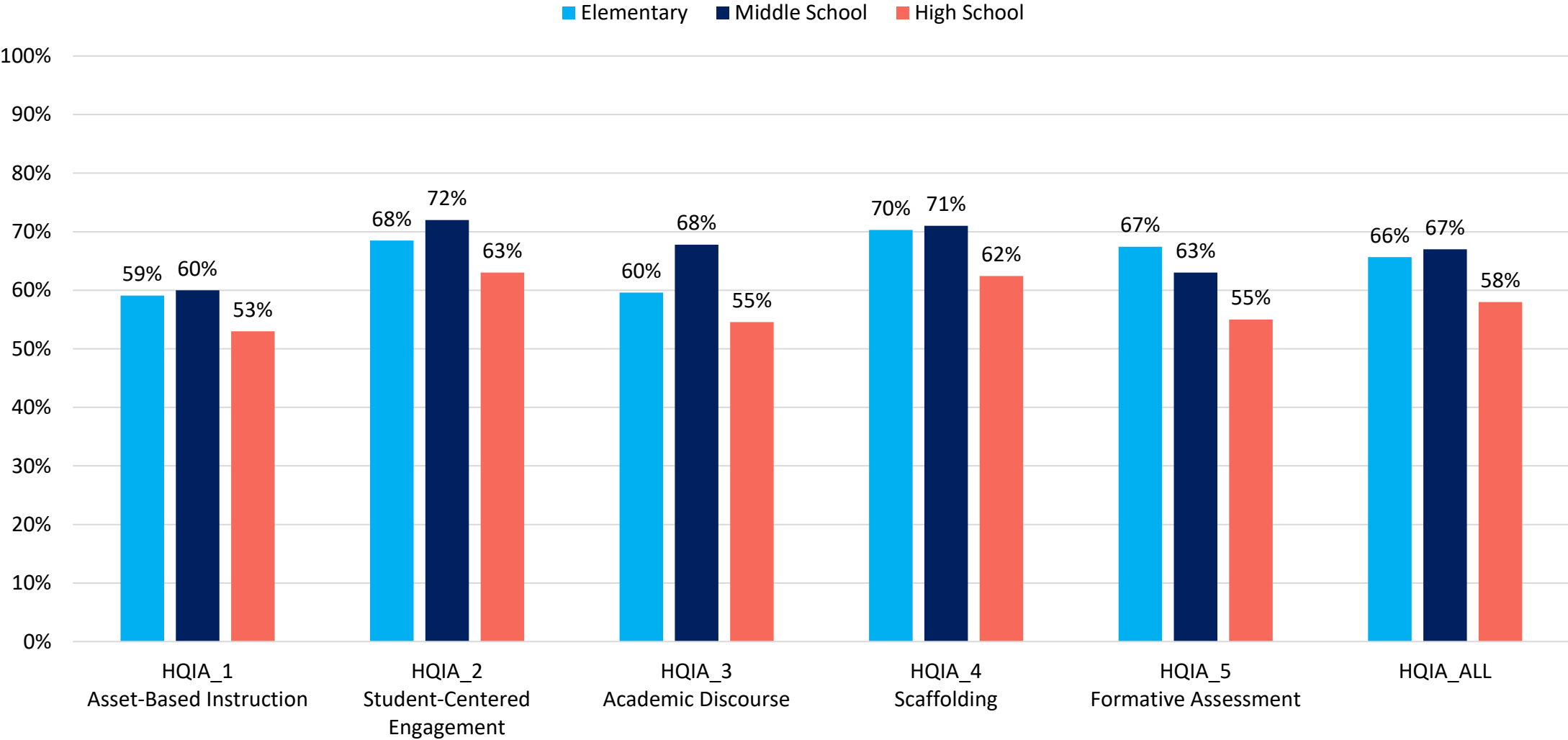
- High-Quality Instruction and Assessment (HQIA) for English Learners

HQIA Components	Number of Indicators
1. Asset-Based Instruction	4
2. Student-Centered Engagement	5
3. Academic Discourse	3
4. Scaffolding	5
5. Formative Assessment	4

Description of HQIA Ratings			
The teacher took many opportunities during the lesson to implement practices that reflect formative assessment.	The teacher took some opportunities during the lesson to implement practices that reflect formative assessment.	The teacher did not take opportunities during the lesson to implement practices that reflect formative assessment.	There were no opportunities during the lesson for the teacher to implement practices that reflect formative assessment.
High Implementation	Some Implementation	No Implementation	Not Applicable
3	2	1	N/A

PHASE 1 – EL PROGRAM EVALUATION

Implementation of Evidence-Based Practices



PHASE 1 PROGRAM EVALUATION

Communication with Parents and Families

- Teachers need more support to provide parents with information about supporting children at home, as suggested through a parent comment:
“I would like to have a handout that explains to the parents what the content is that they are learning in the classroom so that we can learn the method that the teachers are using to teach the content,”
- Although translation services are provided, principal respondents note that:
“obtaining a translator when needed (to contact parent regarding behavior or grades) is not a timely event.” As a result, teachers continue to “use voice mail through Talking Points or emails with translated material.”

Preferred Language	School District	Teachers	N
English	97%	92%	108
Spanish	63%	53%	229
Other	58%	70%	57
All Parents	72%	66%	394

PHASE 1 – SCHOOL LEVEL DATA

Commendations – Compared to never ELs

- Graduation rate of former ELs is higher.
- Current ELs have significantly higher attendance rates and lower chronic absenteeism.



Improvements – Compared to Never ELs

- Current ELs are underrepresented in AP and IB programs.
- Former ELs are underrepresented in AP and IB programs.

PHASE 2 MEETING 1 OUTCOMES

Preliminary Goals for Master Planning (Draft)

1. To enhance communication mechanisms and channels for all stakeholders.
2. To ensure collaborative processes are equitable and inclusive of all student support areas.
3. To develop a viable and appropriate curriculum that gives access to all English learners.
4. To provide continuous ESOL-focused training and professional learning for all staff who serve English learners.
5. To provide more opportunities for PHLOTE parents and families.

Questions?



Research Making Change

With decades of experience in education, arts, humanities, and healthcare RMC Research engages with clients to measure their effectiveness and meet their goals to create opportunities for families, schools, and communities.



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