

**2025**  
FEDERAL  
PROGRAMS  
INSTITUTE

**MEMPHIS** ★  
TO  
★ **BRISTOL**

Federal Programs  
*Driving Local Change*

# Evaluating Your ESL Program

**Hannah Gribble**

*Title III and Migrant Education Program Grant Manager,  
Division of Federal Programs and Oversight*



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# Agenda

- Background
- Data Sources
- Practice
- Next Steps



# Background



# Castaneda v Pickard

- Three-part test to evaluate the adequacy of a program:
  1. Based on sound educational theory
  2. Implemented effectively (programs, resources, personnel)
  3. Evaluate and adjust as necessary to help students overcome language barriers



# TN SBE 0520-01-19

- All service models shall:
  - Be evidence-based and effective;
  - Provide effective language instruction educational programs that meet the needs of English learners (ELs) and demonstrate success in increasing English language proficiency and student academic achievement



# Successful Programs

- At a minimum, enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
- Provide full access to academic, grade-level content.
- When EL programs do not do this, LEAs MUST modify the EL program.

# Program Evaluation Should Include

- Evaluation of student outcomes
  - College and career readiness
  - Performance in the instructional program
  - Participation in the instructional program
  - Access to the same curricular and extracurricular opportunities
  - Exiting EL programs at appropriate rates
- Longitudinal data that compares the performance of current ELs, former ELs, and never ELs
- Evaluation of policies
- Evaluation of procedures
- Evaluation of resources
- Evaluation of staffing

# Data Sources

# EL Data

- Scores on state and local assessments
  - TCAP
  - EOC
  - Universal Reading Screener
- Scores on ELPA in each domain
  - Exit rates
  - Growth rates
- Grades
- Retention
- Graduation/dropout rates
- Waiver rate



# EL Data Continued

- Participation in gifted and advanced courses (honors, AP, gifted, International Baccalaureate, etc.)
- Enrollment rates in magnet and other choice programs
- Enrollment rates in special education
- Attendance rates
- Participation in extracurricular programs
- Suspension and behavior data
- Other indicators of college and career readiness (ACT, CTE, etc.)



# Other Data

- Staff
  - Staffing ratio
  - Qualification of staff
  - Teacher evaluations
  - Teacher recruitment and retention
- Program resources
- Monitoring practices
- Adherence to identification timelines
- Parent interviews/ surveys
- Professional development
- Grievances/Complaints



# Practice

# Let's Look at Some Data

- Total ELs (L, W, 1, 2): **1050**
- Percentage of students in the LEA exiting Spring 2025: **3%**
- Long-term English learners: **127**
- Percentage of ELs that are LTEL: **12.1%**
- Graduation rate of ELs (including W, 1, 2, 3, 4, and F): **97%**
- Graduation rate of all students: **98%**
- Percentage of ELs proficient/advanced on TCAP/EOC: **15%**
- Percentage of all students proficient/advanced on TCAP/EOC: **39%**
- Number of ELs retained last year: **1**



# More Data

- Percentage of gifted and talented students who are EL: **2%**
- Percentage of all students who are gifted and talented: **2%**
- Percentage of students with IEP (excluding gifted and talented) who are EL: **7%**
- Percentage of all students with IEP (excluding gifted and talented): **13%**
- Percentage of students in advanced courses who are EL (L, W, 1, 2, 3, 4, and F): **.5%**
- Percentage of all students in advanced courses: **18%**
- Number of languages spoken in the LEA: **48**



# More Information

- Number of ESL teachers: **28 (headcount) 27.5 (FTE)**
- Program Models:
  - Elementary: co-teaching
  - Middle school and high school: sheltered instruction
- Program Implementation Notes:
  - Five teachers are on permits/waivers and receive annual training required by TN SBE 0520-01-19
  - EL students do not participate in school clubs, activities, or extracurriculars frequently, and typically, only Spanish-speaking students participate
- Language Instruction Notes:
  - ESL teachers in elementary rely heavily on the content teachers' plans and add vocabulary instruction
  - ESL teachers in the middle school and high school teach primarily through sheltered English classes



# More Information

- Academic Content Instruction Notes
  - Some content teachers use ELD standards, but not consistently
  - School administrators don't take ESL into account when observing content classrooms
- Parent and Community Outreach Notes
  - Although staff have been trained on how to request translation and interpretation, few staff members are using the LEA's translation/interpretation service
  - Parents of ELs rarely participate in family engagement events
- Professional Development Notes
  - The LEA trains teachers on the annual ESL training via a recorded video



# Next Steps

# Review Results

- Review resource allocation
- Review training
- Review program models
- Review procedures



# Create a Plan

- What are the two areas we need to focus on?
- What changes do we need to make to address those two areas?
- What is the timeline for the changes?
- Who is responsible for the changes?
- How will we monitor the effectiveness of the changes and how often?
- What resources and training will be necessary?
- How will we let stakeholders know?



# ESL Team



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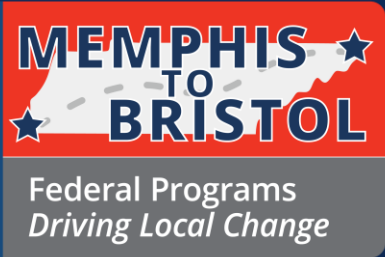
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# Thank You!

Hannah Gribble

Title III and Migrant Education Program Grant Manager

[Hannah.Gribble@tn.gov](mailto:Hannah.Gribble@tn.gov)



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