

Appendix E: Annual Evaluations

L.A. Unified will evaluate implementation of system inputs and instructional practices and will assess annual program outcomes and progress toward overall program goals on an annual basis. It is recommended that L.A. Unified also test the Implementation Map to empirically determine which program components most strongly contribute to the desired annual outcomes as well as the overall program goals.

Annual evaluations should measure system inputs, instructional practices, and outcomes for each group of students (ever-ELs, current and former standard English learner (SEL) designated students, and English learners (EL) or SELs participating in Dual Language Education [DLE]), guided by the *2018 Master Plan for English Learners and Standard English Learners* implementation map (Chapter 7). The following tables provide suggested evaluation strategies for each of these four components, with recommended evaluation questions that are aligned with the implementation map. The broad student groups to which each element applies are indicated and evaluation questions specify ELs, SELs, RFEPS, ever-ELs, or current and former SEL designated students; as noted in Chapter 7, it is critical to track services, progress, and outcomes for students who are currently receiving language support services as well as students who have ever received these services. To do so, it may be necessary for L.A. Unified to create additional databases or data categories.

Actual evaluation strategies may vary based on available resources and data. For example, if space allows, the School Experience survey could be used to collect data for several evaluation questions pertaining to parent communication and school climate. New data measures, such as observation tools, may be developed. In addition, changes to evaluation strategies may be necessary as L.A. Unified programs evolve. What is essential is that the District track changes to the implementation plan and use it as the basis for evaluation, in order to monitor progress toward program goals.

Suggested Evaluation Plan for 2018 Master Plan for ELs and SELs System Inputs

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs are identified and placed in parent-selected programs.	<ul style="list-style-type: none"> • ELs • DLE 	1A. Are all ELs identified and placed in parent-selected ELD services?	<ul style="list-style-type: none"> • MISIS ad hoc reports • Certified alerts • Master plan rosters • Observations of Home Language Survey administration and communications 	All ELs should be identified and receive designated or integrated ELD instruction.
SELs are identified using multiple data sources.	<ul style="list-style-type: none"> • Probable SELs 	1B. Are all SELs identified in order to receive targeted language support during Mainstream English Language Development (MELD)?	<ul style="list-style-type: none"> • Linguistic Screeners • LAS Links 	<p>All SELs should be identified and receive targeted language support (MELD).</p> <p>CLR instructional strategies should be used during content instruction.</p>
Identified SELs receive MELD.	<ul style="list-style-type: none"> • SELs • DLE 	1C. Are all SEL students identified and placed in MELD services?	<ul style="list-style-type: none"> • District dashboard • Potential SELs 	Potential SELs should receive further monitoring and testing to determine if language services are appropriate.
Ever-ELs and current and former SEL designated students are identified for Gifted and Talented Education (GATE), IB,	<ul style="list-style-type: none"> • ELs • DLE 	<p>1D.i. What proportion of ELs take part in advanced academic program opportunities, and how does this compare to the general population?</p> <p>1D.ii. What proportion of RFEPs take part in advanced academic program opportunities, and how does this compare to the general population?</p>	<ul style="list-style-type: none"> • EL Services Sections Attributes report • Enrollment in Honors, AP, and early college courses • Enrollment in GATE, AVID, and IB programs • Records of staff training in identifying ELs for advanced program opportunities 	ELs should participate in GATE, AVID, IB, and other advanced academic programs as appropriate (e.g., AP Spanish); RFEPs should participate at the same or greater rate as the general population. Educators should be knowledgeable about identifying ELs and RFEPs for advanced program opportunities.

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
<p>and Advanced Placement (AP).</p>	<ul style="list-style-type: none"> • SELs • DLE 	<p>1E. What proportion of current and former SELs take part in advanced academic program opportunities, and how does this compare to the general population?</p>	<ul style="list-style-type: none"> • Enrollment in Honors, AP, and early college courses • Enrollment in GATE, AVID, and IB programs • Records of staff training in identifying SELs for advanced program opportunities. 	<p>Current and former SELs should participate in GATE, AVID, IB, and other advanced academic programs at the same or greater rate as the general population.</p>
<p>ELs and SELs with disabilities are accurately identified.</p>	<ul style="list-style-type: none"> • ELs • DLE 	<p>1F.i. What proportion of ELs are referred to and placed in special education services, and how does this compare to the general population?</p> <p>1F.ii. In what grades are ELs being identified and placed into special education services, and how does this compare to the general population?</p> <p>1F.iii. How long have ELs with disabilities been at their current ELD proficiency level before referral?</p> <p>1F.iv. What proportion of LTELs are referred to special education, and how does this compare to the general population?</p> <p>1F.v. What is the decision process for referring ELs to special education services, and does it accurately distinguish disabilities from the normal language acquisition process?</p>	<ul style="list-style-type: none"> • Special education referral and participation rates • Documentation of the decision process (who is being referred and why; type(s) of language appraisal; steps and the outcomes for each EL) 	<p>ELs’ referrals to special education services should mirror the general population, and referrals should occur at the same grade levels as English-only (EOs) (except newcomers); referrals should occur before ELs with disabilities make repeated attempts at an ELD level. Long-term ELs (LTELs) should not be over-represented in special education. Staff may require additional training to accurately distinguish disabilities from the normal language acquisition process (especially for multilingual students).</p>

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	<p>1G.i. What proportion of SELs are referred to and placed in special education services, and how does this compare to the general population?</p> <p>1G.ii. In what grades are SELs being identified and placed into special education services, and how does this compare to the general population?</p> <p>1G.iii. What is the decision process for referring SELs to special education services, and does it accurately distinguish disabilities from linguistic and cultural differences?</p>	<ul style="list-style-type: none"> • Special education referral and participation rates • Documentation of the decision process (who is being referred and why; type(s) of cognitive, linguistic and behavioral appraisals and who is doing the analysis; steps and the outcomes for each SEL) 	<p>SELs’ referrals to special education services should mirror the general population, and referrals should occur at the same grade levels as non-SEL students. Staff may require additional training to accurately distinguish disabilities from linguistic and cultural differences.</p>
<p>Ever-ELs and current and former SELs are invited to participate in electives and extracurricular programs, and their parents are informed.</p>	<ul style="list-style-type: none"> • ELs • DLE 	<p>1H.i. What proportion of ELs take part in electives and extracurricular programs, and how does this compare to the general population?</p> <p>1H.ii. What proportion of reclassified fluent English proficient (RFEP) students take part in electives, and how does this compare to the general population?</p> <p>1Hiii. Are appropriate measures used to ensure that parents of ELs and RFEPs are knowledgeable about electives and extracurricular programs, and their children’s participation in such programs?</p>	<ul style="list-style-type: none"> • Participation rates in electives and extracurricular programs (e.g., debate, academic decathlon, drama, music, world languages, journalism, sports) • District English Learner Advisory Committee (DELAC)/English Learner Advisory Committee (ELAC) notes 	<p>ELs should participate in electives and extracurricular programs as appropriate; RFEPs should participate at the same or greater rate as EOs. These rates should be examined at both the elementary and secondary levels.</p>

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	<p>1I.i. What proportion of current and former SELs take part in electives and extracurricular programs, and how does this compare to the general population?</p> <p>1I.ii. Are appropriate measures used to ensure that parents of current and former SELs are knowledgeable about electives and extracurricular programs, and their children’s participation in such programs?</p>	<ul style="list-style-type: none"> • Participation rates in electives and extracurricular programs (e.g., debate, academic decathlon, drama, music, world languages, journalism, sports) 	<p>Current and former SELs should participate in electives and extracurricular programs at the same or greater rate as non-SEL EOs. These rates should be examined at both the elementary and secondary levels.</p>
<p>Parent communication is clear, nontechnical, and in the home language.</p>	<ul style="list-style-type: none"> • ELs • SELs • DLE 	<p>1J. Are parent communications written in clear, nontechnical language?</p>	<ul style="list-style-type: none"> • Analysis of parent communications • DELAC/ELAC notes 	<p>State-mandated letters should include introductory language that is clear and concise.</p>
	<ul style="list-style-type: none"> • ELs • DLE 	<p>1K. Are parent communications offered in parents’ home language(s)?</p>		<p>Note languages for which no translations are available.</p>
		<p>1L. Are appropriate measures used to ensure that parents of ELs are knowledgeable about program options, ELs’ program placement, and their children’s academic progress?</p>	<ul style="list-style-type: none"> • DELAC/ELAC notes 	<p>There may be a great deal of variation depending on local district and school context.</p>
<p>Parents receive orientation and training.</p>	<ul style="list-style-type: none"> • ELs • SELs • DLE 	<p>1M. Are orientation, training, professional learning, and opportunities to build leadership offered to parents consistent with parent requests at DELAC/ELAC meetings and other fora?</p>	<ul style="list-style-type: none"> • DELAC/ELAC notes • Parent orientation and training agendas 	<p>It will be necessary to track DELAC/ELAC requests and compare the requests to actual offerings.</p>

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • ELs • DLE 	1N. Are orientation and training opportunities advertised to parents in clear, nontechnical language and in parents' home languages?	<ul style="list-style-type: none"> • Parent orientation and training announcements or advertisements 	
		1O. Are interpreters available at all parent orientation and training sessions?	<ul style="list-style-type: none"> • Interpreter timecards and records 	Take note if all parents had access to interpretation (i.e., all languages represented).
Administrators, teachers, and staff are qualified and trained to address ever-ELs' and current and former SEL designated students' instructional and social-emotional needs.	<ul style="list-style-type: none"> • ELs • DLE 	1P. Do teachers have the qualifications and training to address their ELs' and RFEPs' linguistic, cultural, social-emotional, and academic needs?	<ul style="list-style-type: none"> • Bilingual authorization credential roster • Teacher assignment database • Professional development records • Administrator assessments 	In DLE programs, meeting students' linguistic needs includes teachers and staff who are fluent and biliterate in the target language.
		1Q. Do administrators and staff have the qualifications and training to support teachers in addressing ELs' and RFEPs' instructional and social-emotional needs?	<ul style="list-style-type: none"> • Professional development records • Resumes • Presentations at professional conferences or meetings 	
	<ul style="list-style-type: none"> • SELs • DLE 	1R. Do teachers have the qualifications and training to address their SELs' and former SELs' linguistic, cultural, social-emotional, and academic needs?	<ul style="list-style-type: none"> • Teacher assignment database • Professional development records 	
		1S. Do administrators and staff have the qualifications and training to support teachers in addressing SELs' and former SELs' instructional and social-emotional needs?	<ul style="list-style-type: none"> • Professional development records • Resumes • Presentations at professional conferences or meetings 	

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
Schools have programs to address the needs of a variety of language learner typologies.	<ul style="list-style-type: none"> • ELs 	1T.i. What proportion of secondary schools have a within-school newcomer program, or access to an offsite newcomer center? 1T.ii. What proportion of secondary schools have an adult education program, or access to an offsite adult education program?	<ul style="list-style-type: none"> • Newcomer placement records 	If possible, it is recommended that L.A. Unified track Newcomer enrollment and placement.
Appropriate scheduling and pathways for ELs are in place.	<ul style="list-style-type: none"> • ELs • DLE 	1U. Do ELs’ schedules provide them opportunities to take a-g courses? 1V. Do ELs’ schedules provide them opportunities to take electives?	<ul style="list-style-type: none"> • School scheduling reports • Administrator, teacher, and student interviews • DELAC/ELAC notes 	If possible, it will be important to document supports and barriers to EL participation in non-ELD courses, including a-g and elective courses.
	<ul style="list-style-type: none"> • DLE 	1W. Are there opportunities for students to continue DLE in secondary school?		
	<ul style="list-style-type: none"> • ELs • DLE 	1X.i. How often and for how long do ELs receive dedicated ELD instruction? 1X.ii. How often and for how long do ELs have scheduled opportunities to interact with more advanced ELs, RFEPs, IFEPs, or EOs?		
Students are grouped appropriately to receive instruction.	<ul style="list-style-type: none"> • SELs • DLE 	1Y. How often and for how long do SELs receive dedicated MELD instruction?	<ul style="list-style-type: none"> • School scheduling reports • Classroom rosters (elementary) • Student schedules (secondary) • Administrator, teacher, and student interviews 	ELs should have ample opportunities to receive instruction in heterogenous environments with higher-level ELs, RFEPs, IFEPs, and EOs, and those environments should not consist of only low performing students.

Suggested Evaluation Plan for 2018 Master Plan for ELs and SELs Instructional Practices

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
High quality ELA/ELD or MELD instruction is provided.	<ul style="list-style-type: none"> • ELs • DLE 	2A. Is ELD or SLA instruction that is provided to ELs of high quality?	<ul style="list-style-type: none"> • 5x8 Observation Tool (iELD/dELD) • L.A. Unified Teaching and Learning Framework 	It is reasonable to incorporate administrator and independent researcher observation findings, but at least some separate observations should also be conducted. Instruction should be culturally and linguistically responsive. It will be necessary to further define “high quality.”
	<ul style="list-style-type: none"> • SELs • DLE 	2B. Is MELD instruction that is provided to SELs of high quality?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool • L.A. Unified Teaching and Learning Framework 	
High quality ELA or SLA/MELD curricula are used.	<ul style="list-style-type: none"> • ELs • DLE 	2C.i. Are ELD curricula consistently available? 2C.ii. Are all ELD curricula of high quality?	<ul style="list-style-type: none"> • Curricula review • Teacher surveys 	Note situations in which teachers are using multiple curricula or are developing their own. Curricula should emphasize productive language skills (e.g., speaking and writing), not just receptive skills (e.g., reading and listening). Curricula should also be culturally and linguistically responsive. It will be necessary to further define “high quality.”
	<ul style="list-style-type: none"> • SELs • DLE 	2D.i. Are MELD curricula consistently available? 2D. Are all MELD curricula of high quality?		
High quality instruction for	<ul style="list-style-type: none"> • ELs 	2E. Is instruction for EL students with disabilities of high quality?	To be determined	It will be necessary to define “high quality.”

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs and SELs with disabilities is provided.	<ul style="list-style-type: none"> • DLE 	2F. Does instruction for EL students with disabilities appropriately address language learning?	To be determined	
	<ul style="list-style-type: none"> • SELs • DLE 	2G. Is instruction for SELs with disabilities of high quality?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool • Additional measures as available 	It will be necessary to define “high quality.”
		2H. Does instruction for SELs with disabilities incorporate AEMP principles?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool • Additional measures as available 	
Students who fail to meet benchmarks receive appropriate interventions	<ul style="list-style-type: none"> • ELs • SELs • DLE 	2I. Are appropriate interventions matched to address the specific needs of the students (using MTSS as necessary) being offered to all students who fail to meet expected benchmarks of achievement?	<ul style="list-style-type: none"> • EL, SEL, and former EL and SEL transcripts • Grade retention • Placement in strategic and intensive interventions with highly skilled teachers, especially at grades 2, 5, and 8 	Compare students with failing grades in core academic and “gatekeeper” courses, or students who have been retained a grade, with intervention availability and placement.
High quality integrated ELD content instruction is provided.	<ul style="list-style-type: none"> • ELs • DLE 	2J.i. In English-language programs, are all ELs provided appropriately differentiated instruction (beyond integrated ELD) in academic content areas? 2J.ii. In bilingual program models, is core content instruction that is provided to ELs in the home language of high quality?	<ul style="list-style-type: none"> • L.A. Unified Teaching and Learning Framework 	Note especially Standard 3, Component 3c (Structures to Engage Students in Learning) of the L.A. Unified Teaching and Learning Framework
		2K. Are additional supports provided to RFEPs to help them transition into content-area courses?	<ul style="list-style-type: none"> • School scheduling reports • Classroom observations 	Supports may include integration of ELs into differentiated content-area

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
				instruction prior to reclassification.
Appropriate instructional materials designed for ELs and formative assessments are used.	<ul style="list-style-type: none"> • SELs • DLE 	2L. Are all SELs provided high quality academic content instruction following AEMP principles?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool 	
	<ul style="list-style-type: none"> • ELs • DLE 	2M.i. In English-language programs, are content-area instructional materials scaffolded for ELs at different ELD levels? 2M.ii. In bilingual program models, are content-area instructional materials of high quality and age-appropriate?	<ul style="list-style-type: none"> • Materials review • Teacher surveys 	Instructional materials should be age-appropriate, no matter what the reading level. Scaffolding may be necessary for students at low proficiency levels to access grade-appropriate content.
	<ul style="list-style-type: none"> • ELs • DLE 	2N. Are instructional materials for newcomers age-appropriate? 2O. Do teachers use frequent and appropriately scaffolded formative assessments with ELs?	<ul style="list-style-type: none"> • 5x8 Observation Tool (iELD/dELD) • L.A. Unified Teaching and Learning Framework 	Teachers should use formative assessments to gauge both language and content understanding, using informal and formal observation such as the Student Progress Form (SPF), Oral Output Analysis Tool (OOAT), Written Output Analysis Tool (WOAT).
Schools exhibit positive climates.	<ul style="list-style-type: none"> • ELs • SELs • DLE 	2P. Do all schools exhibit a positive and welcoming school climate for ever-ELs	<ul style="list-style-type: none"> • L.A. Unified School Leadership Framework 	It will be necessary to establish benchmarks for given survey

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
		and current and former SEL designated students?	<ul style="list-style-type: none"> School experience survey (students) 	items prior to resolving this question.
Educators exhibit assets-based mindsets.	<ul style="list-style-type: none"> ELs DLE 	2Q. Do teachers exhibit assets-based mindsets about ELs and RFEPs?	<ul style="list-style-type: none"> L.A. Unified School Leadership Framework Professional development records Administrator, teacher, and student interviews 	It is suggested that administrators, teachers, and other staff receive professional development about mindsets.
		2R. Do administrators and staff exhibit assets-based mindsets about ELs and RFEPs?		
	<ul style="list-style-type: none"> SELs DLE 	2S. Do teachers exhibit assets-based mindsets about SELs and former SEL designated students?	<ul style="list-style-type: none"> L.A. Unified School Leadership Framework Professional development records Administrator, teacher, and student interviews 	
		2T. Do administrators and staff exhibit assets-based mindsets about SELs and former SEL designated students?		
Schools engage parents and communities.	<ul style="list-style-type: none"> ELs SELs DLE 	2U. Do parents feel welcome and engaged in their children’s schools?	<ul style="list-style-type: none"> DELAC/ELAC notes School experience survey (parents) 	It will be necessary to establish benchmarks for given survey items prior to resolving this question.
Ever-ELs and current and former SEL designated students participate in	<ul style="list-style-type: none"> DLE 	2V.i. Has the rate of ELs enrolled in a DLE program increased since the prior year? 2V.i. Has the rate of RFEPs enrolled in a DLE program increased since the prior year?	<ul style="list-style-type: none"> DLE enrollment 	

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
high quality DLE programs.		2W. Is the rate of current and former SEL designated students enrolled in a DLE program the same or greater as the rate of non-SEL EO enrollment?		SELs should participate in DLE at the same or greater rate as non-SEL EOs.
Ever-ELs and current and former SEL designated students participate in high quality multicultural learning.	<ul style="list-style-type: none"> • ELs • DLE 	2X.i. Do ELs have sufficient access to high quality multicultural programming? 2X.ii. Do RFEPs have sufficient access to high quality multicultural programming?	To be determined	High quality multicultural programming goes beyond “food and festivals,” and should be a component of culturally relevant pedagogy.
	<ul style="list-style-type: none"> • SELs • DLE 	2Y.i. Do SELs have sufficient access to high quality multicultural programming? 2Y.ii. Do former SEL designated students have sufficient access to high quality multicultural programming?	To be determined	

Suggested Plan for Measuring Annual Program Outcomes

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs achieve English proficiency.	<ul style="list-style-type: none"> • ELs • DLE 	3A. Are at least 85% of ELs making progress towards English language proficiency?	<ul style="list-style-type: none"> • ELPAC scores 	English proficiency goals are based on California goals for progress toward English language proficiency.
		3B. Did the number of ELs making progress towards English language proficiency increase by at least 1.5% compared to the prior year?	<ul style="list-style-type: none"> • ELPAC scores 	

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
		3C. Did at least 22% of ELs reclassify in the prior year?	<ul style="list-style-type: none"> District reclassification rates 	
SELs achieve Academic English mastery.	<ul style="list-style-type: none"> SELs DLE 	3D. Did 25% of SELs increase by one proficiency band in at least one domain of ELA?	<ul style="list-style-type: none"> LAS Links scores Overall LAS Links Language A goal for SELs would be to move up one level in the four domains of ELA: listening, speaking, reading, and writing. 	<p>We want to monitor language proficiency regarding all four ELA domains: listening, speaking, reading, and writing.</p> <p>In addition to looking at their overall Proficiency Level in academic English, we are monitoring growth within each band.</p>
Ever-ELs and current and former SEL designated students achieve grade-level academic literacy.	<ul style="list-style-type: none"> ELs DLE 	3E. Are the number of RFEPs meeting or exceeding Smarter Balanced ELA standards at the same or higher rate as EOs?	<ul style="list-style-type: none"> Smarter Balanced ELA scores 	RFEPs should meet or exceed ELA standards at similar or better rates than non-SEL EOs.
	<ul style="list-style-type: none"> SELs DLE 	3F. Are the number of former SEL designated students meeting or exceeding Smarter Balanced ELA standards at the same or higher rate as non-SEL EOs?		Former SELs should meet or exceed ELA standards at similar or better rates than non-SELs.
Ever-ELs and current and former SEL designated students take and pass a-g courses.	<ul style="list-style-type: none"> ELs DLE 	<p>3G.i. Do secondary-level ELs enroll in and pass a-g courses at rates at or above 60% for ELA, at or above 45% for mathematics, at or above 55% for science, and at or above 60% for social studies?</p> <p>3G.ii. Do secondary-level RFEPs enroll in and pass a-g courses at the same or higher rate as EOs?</p>	<ul style="list-style-type: none"> EL transcripts RFEP transcripts 	Expectations for ELs are based on L.A. Unified ELs' grade trends in four subject areas from 2012–2016. These rates are expected to hold steady as new ELs enter the district. RFEPs should perform at similar or better rates than EOs.

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	3H. Do secondary-level former SEL designated students enroll in and pass a-g courses at the same or higher rate as non-SEL EOs?	<ul style="list-style-type: none"> • SEL transcripts 	Former SEL designated students should enroll in and pass a-g courses at similar or better rates than students never identified as SELs.
Ever-ELs and current and former SELs participate and succeed in advanced academic programs.	<ul style="list-style-type: none"> • ELs • DLE 	3I.i. Do secondary-level ELs enroll in and pass advanced academic courses as appropriate? 3I.ii. Do secondary-level RFEPs enroll in and pass advanced academic courses at the same or higher rate as EOs?	<ul style="list-style-type: none"> • EL transcripts • RFEP transcripts 	ELs should be enrolled in advanced academic courses as appropriate (e.g., AP Spanish); RFEPs should enroll in and pass these courses at the same or higher rate as EOs.
	<ul style="list-style-type: none"> • SELs • DLE 	3J. Do secondary-level former SEL designated students enroll in and pass advanced academic courses at the same or higher rate as non-SEL EOs?	<ul style="list-style-type: none"> • SEL transcripts 	Former SEL designated students should enroll in and pass advanced academic courses at similar or higher rates than students never identified as SELs.
Ever-ELs and current and former SEL designated students have good social-emotional outcomes.	<ul style="list-style-type: none"> • ELs • DLE 	3K.i. Do ELs exhibit similar or lower rates of key risk indicators as EOs? 3K.ii. Do RFEPs exhibit similar or lower rates of key risk indicators as EOs?	<ul style="list-style-type: none"> • Attendance records • Suspension records • Grade retention • Dropout rates 	It is important to monitor risk indicators and ensure that ELs, RFEPs, SELs, and former SEL designated students do not exhibit these factors at higher rates than never-ELs and never-SELs.
	<ul style="list-style-type: none"> • SELs • DLE 	3L.i. Do SELs exhibit similar or lower rates of key risk indicators as non-SEL EOs? 3L.ii. Do former SEL designated students exhibit similar or lower rates of key risk indicators as non-SEL EOs?		

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • ELs • DLE 	<p>3M.i. Do ELs exhibit similar or better social-emotional outcomes as EOs, as indicated by the School Environment Survey?</p> <p>3M.ii. Do RFEPs exhibit similar or better social-emotional outcomes as EOs, as indicated by the School Environment Survey?</p>	<ul style="list-style-type: none"> • School Environment Survey 	<p>Use items about whether a student is an EL, SEL, or former EL or SEL to track responses related to social-emotional outcomes for these student populations.</p>
	<ul style="list-style-type: none"> • SELs • DLE 	<p>3N.i. Do SELs exhibit similar or better social-emotional outcomes as non-SEL EOs, as indicated by the School Environment Survey?</p> <p>3N.i. Do former SEL designated students exhibit similar or better social-emotional outcomes as non-SEL EOs, as indicated by the School Environment Survey?</p>		
<p>Ever-ELs and current and former SEL designated students make progress toward district and state criteria for the Seal of Biliteracy.</p>	<ul style="list-style-type: none"> • ELs • DLE 	<p>3O.i. Are all ELs with sufficient English proficiency enrolled in ELA with a passing grade?</p> <p>3O.ii. Are all RFEPs enrolled in ELA with a passing grade?</p>	<ul style="list-style-type: none"> • School Scheduling Reports • Student transcripts 	<p>There are multiple criteria for the Seal of Biliteracy, but the only criteria for which annual progress can be tracked are ELA and language coursework.</p>
	<ul style="list-style-type: none"> • SELs • DLE 	<p>3P.i. Are all current and former SEL designated students enrolled in ELA with a passing grade?</p> <p>3P.ii. Are all current and former SEL designated students enrolled in a foreign language course with a B or higher grade?</p>		

Suggested Plan for Measuring Annual Program Outcomes

Overall Program Goal	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
Ever-ELs and current and former SEL designated students meet or exceed graduation requirements.	<ul style="list-style-type: none"> • ELs • DLE 	4A.i. Has the ever-EL graduation rate increased since the prior year? 4Aii. Was the proportion of ever-ELs who graduated the same or higher than the proportion of EOs who graduated?	<ul style="list-style-type: none"> • Graduation rates • Dropout rates 	Track annual graduation rates, noting that some ELs (especially newcomers) may require extra time. Distinguish dropouts from transfers to other schools. It is important to track RFEPs and former SEL designated students as well as current ELs and SELs to monitor overall program success.
	<ul style="list-style-type: none"> • SELs • DLE 	4B.i. Has the current and former SEL graduation rate increased since the prior year? 4B.ii. Was the proportion of current and former SEL designated students who graduated the same or higher than the proportion of non-SELs who graduated?		
Ever-ELs and current and former SEL designated students achieve the Seal of Biliteracy.	<ul style="list-style-type: none"> • ELs • DLE 	4C. Was the proportion of graduating ever-ELs who achieved the Seal of Biliteracy the same or higher than the proportion of graduating ever-ELs enrolled in DLE?	<ul style="list-style-type: none"> • Seal of Biliteracy rates 	As the number of DLE schools in the district increases, so also should the rates of ever-ELs and current and former SEL designated students who achieve the SEAL of Biliteracy.
	<ul style="list-style-type: none"> • SELs • DLE 	4D. Was the proportion of graduating current and former SEL designated students who achieved the Seal of Biliteracy the same or higher than the proportion of graduating current and former SEL designated students enrolled in DLE?		

Assessing the Master Plan for ELs and SELs Implementation Map

It is recommended that L.A. Unified run annual regression models, starting during Phase 2 (Phase 1 should be used to prepare the system for capturing appropriate data). These statistical models will allow the District to identify which aspects of the 2018 Master Plan for ELs and SELs inputs and practices contribute most and which do not contribute to desired outcomes. Used in conjunction with tracking how well system inputs and instructional practices are implemented, the district can identify whether potential problems are related to either program design or implementation.¹

Phase 1

Testing the Implementation Map should be conducted separately for each of the target groups (ever-ELs, current and former SEL designated students, and ELs or SELs in DLE). Data from the system inputs and instructional practices, annual program outcomes, and the overall outcomes for each of the three target groups (rates of ever-ELs, current and former SEL designated students, and DLE students meeting graduation requirements and the numbers of ever-ELs, current and former SEL designated students, and DLE programs who achieve the Seal of Biliteracy) should be compiled into a single data set. The data set should include variables that delineate the identification of each student as an ever-EL or a current and former SEL designated student, and as a separate variable, as a DLE or non-DLE student. Ideally, the unit of analysis will be at the level of the individual student, so school-based variables should be coded at the student level (e.g., an input variable coded as acceptable at a given school would be coded as acceptable for all students attending that school). Variables should be organized as described in Table 2.

Table 2. Variable Organization to Assess the Master Plan for ELs and SELs Implementation Map

Independent Variables	Proximal Dependent Variables	Distal Dependent Variables
<p><u>System Inputs</u> Binary variable: Whether or not each input has been implemented to an acceptable standard (as determined by L.A. Unified or independent evaluators)</p> <p><u>Instructional Practices</u> Binary variable: Whether or not each practice has been implemented to an acceptable standard (as determined by L.A. Unified or independent evaluators)</p>	<p><u>Annual Program Outcomes</u> L.A. Unified should decide in advance whether to categorize student outcomes as binary or categorical variables.</p>	<p><u>Program Outcomes</u> Binary variable: Graduation status (if applicable) Binary variable Seal of Biliteracy (if applicable)</p>

¹ If the district does not see sufficient progress in desired outcomes, but all program elements have been implemented well, then there might be a problem with the program design; some other factor is important for improving EL and SEL college and career readiness. Alternatively, if all program elements have not been implemented well, the problem could rest with implementation or program design; the district can determine this by improving implementation.

Phase 2 (Annual)

Each year, as possible, the District should estimate structural equation models for the dependent variables of *Meet Graduation Requirements* and *Achieve the Seal of Biliteracy* as dichotomous outcomes (Yes/No). Separate models can be generated for each overall program goal (*Meet Graduation Requirements*, *Achieve the Seal of Biliteracy*) by each group (ever-ELs, current and former SEL designated students, DLE), for a total of six models. The independent variables should include all of the relevant system inputs and instructional practices as well as the Annual Program Outcomes. Given that the Implementation Map conceptualizes the annual program outcomes as proximal outcomes of the system inputs and instructional practices, and the Overall Program Goals as the distal outcomes of the system inputs and instructional practices, estimating a structural equation model (SEM) can capture this two-step process toward achieving the Overall Program Goals. Figure 1 represents the SEM model for ever-ELs achieving the Seal of Biliteracy.

The overall model fit statistics from each SEM will allow for the assessment of how well the Implementation Map predicts the outcomes of *Meet Graduation Rates* and *Achieve Seal of Biliteracy* for each of the target groups. The individual path coefficients between the variables within the SEM provides information on how well each of the system inputs, instructional practices, or annual program outcomes contribute to the outcomes of interest and correlate with one another, providing information on whether any of the inputs, practices, or annual reporting outcomes may be redundant.

Figure 1. SEM model for ever-ELs achieving the Seal of Biliteracy; one of six models for two overall program goals and three student groups

