An Evaluation Of A Title One Elementary School's English For Speakers Of Other Languages Program

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AN EVALUATION OF A TITLE ONE ELEMENTARY SCHOOL’S ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Kim Rigby

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

in the Foster G. McGaw Graduate School

National College of Education

National Louis University

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DISSERTATION

AN EVALUATION OF A TITLE ONE ELEMENTARY SCHOOL’S ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

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Educational Leadership Doctoral Program

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Date Approved
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This document was created for the dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement a major project within their school or district that relates to professional practice. The three foci of the project are:

- Program Evaluation
- Change Leadership
- Policy Advocacy

For the Program Evaluation focus, candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the Change Leadership focus, candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the Policy Advocacy focus, candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

Works Cited


4.21.14
ABSTRACT

Enrolled at many public schools in the United States are students who primarily speak languages other than English and lack proficiency in the English language. These students are required to show language proficiency on end-of-year English-only state assessments. One public elementary school utilizes a support program to assist second language learners in acquiring a level of language skills necessary for proficiency on state assessments. My evaluation of this school’s program utilized mixed methods to determine the viability of support services provided to second language learners. The findings of my evaluation revealed some weaknesses within the provided services and indicated a need for program changes to ensure the success of all enrolled second language learners.
PREFACE

As an educator within the Smart School District (SSD) for over thirteen years, I have witnessed change and growth on a large magnitude. Administrative shifts, federal policy changes, and economical struggles each played a role in shaping SSD into what it is today. In my opinion, SSD is a district that is striving to improve the quality of education that it provides its surrounding community. The district is administering research-based teaching methods that are being implemented throughout its schools. SSD is striving to provide professional development opportunities where staff can collaborate with each other and also become prepared to provide authentic learning opportunities to students within the classrooms. Furthermore, SSD is constantly attempting new incentives to foster community support and to ultimately bridge stakeholder support in an effort to improve the quality of education SSD students receive.

My role at SSD has been as an elementary school teacher at The Florida Elementary School (TFES). During my time at TFES, I had the honor and privilege to work with students and families whose second language is English. Many of these families were new to the country and relied on the school system, SSD, and TFES to assist their children in overcoming language barriers and succeeding in life. The fact that these students had an additional barrier to learning, language, made me think about how equitable we as a school were making their learning. These students had to first acquire the language skills before acquiring the academic skills. As a result, TFES placed these students into the English for Speakers of other Languages Program (ESOL). While enrolled in the ESOL program, students would receive extra assistance in the classroom
daily from ESOL paraprofessionals. Additionally, classroom teachers at TFES are trained in ESOL strategies.

I wondered whether we as a school were providing ESOL enrolled students with the correct methods to increase their academic gains. This personally touched my heart as I am an educator, and my sole purpose is to build others so that they can become productive participants in our ever changing society. The only way that an individual can truly positively contribute to our society is through the foundational skills they acquire while attending school. Elementary school builds an academic foundation for students and, therefore, I wanted to know what effects TFES methods were having on ESOL student academic gains, as well what methods we would need to focus on to enhance the overall learning experience and academic growth of ESOL enrolled students. As a school system, I feel that providing ESOL enrolled students with the proper tools for success will assist them in making academic gains in a manner that is equitable to non ESOL students in our schools. The purpose of our schools is to ensure that all students receive an equal and equitable education. I am hopeful that my efforts through this evaluation assists TFES and SSD in achieving model status regarding the innovative services they provide to second language learners in becoming academic achievers.

Through my evaluation and research, I learned how complex the issue was of providing ESOL students with the correct tools for success. School personnel must select relevant materials for teaching. In addition, resources, including certified personnel, professional development opportunities, teacher collaboration time, financial support, and community support, all play integral roles in providing a solid foundation for the academic growth and achievement of ESOL enrolled students. As I completed my evaluation and
peeled back the layers of the ESOL program, I learned that providing and choosing the right methods to support the learning of ESOL students could be time consuming and would require the collaboration of stakeholders ranging from district leadership to community members. I learned that success could only be possible through collaborative efforts.

I am hopeful that my evaluation creates a sense of urgency in the importance of changing the ESOL program provided for the better. Our role as educators is to ensure that we enhance the learning experiences of all students who we encounter throughout our careers. It is my belief that my job as an educator is to help all students that I come in contact with to academically succeed. I feel that if I fail one student, I failed them all. Therefore, as a result of my evaluation, I learned that as an educational leader, I need to stay abreast of what methods are working to raise student achievement and the methods that are not. Furthermore, I need to incorporate the time for teacher collaboration in order to determine the best methods and materials that assist student academic growth. I learned that collaboration and communication among educators are key to overall student success.
ACKNOWLEDGEMENTS

I would like to acknowledge the following individuals for having the patience and understanding to allow me the time to get this degree completed. First and foremost, to my biggest cheerleaders, my children, Khalil and Karin, for being so understanding when mom was unable to participate in some events. Secondly, I’d like to thank my dad, and Ms. Margot for looking after the children on the weekends when I had class. You have dealt with school dismissal lines, Taekwondo exams, ballet recital rehearsals, and so much more. I’d like to thank you all from the very bottom of my heart. I couldn’t have made it without your support.

I would like to thank my wonderful professors at National Louis University. Your belief in my abilities and your patience as I learned were very valuable to me. Thank you for sharing your knowledge and expertise, as many of the lessons you have taught me will never be forgotten.
DEDICATION

This book is dedicated to the memory of four women who have influenced my life. To Regina Ralph, my beloved grandmother, you were so proud when I told you that I was starting the doctoral program. You were ecstatic about seeing the word Doctor attached to my name. You knew that an achievement such as this took hard work and dedication, and you knew that I had the strength to handle this challenge. You believed in me.

To my grandmother, Enid Shaw, you always stressed the importance of hard work and education. You worked hard to ensure that your family had everything they needed in life to succeed and more. These values have remained with me throughout my life and are currently being passed down to my own children.

To my namesake and most favorite cousin Lisa Hernandez, I followed in your footsteps and became an educator. In your time as an educator, you were able to touch the lives of so many of your students and their families. Thank you for leading the way for me.

Last, but not least, to my mother Judith P. Rigby, you always believed in my abilities, even when I didn’t. You pushed me to strive for the best in life. When you suggested that I go for my doctoral degree, I laughed at the notion. However, here I stand today completing what I thought was unattainable. My only wish is that you were here to share this moment with me. I love you mom and thank you for seeing in me what I couldn’t.
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SECTION ONE: INTRODUCTION

The United States of America once thrived upon the resources obtained as a result of the success of its farming initiatives. This farm-dependent society required public schools to educate students with the most basic levels of reading, writing, and arithmetic competencies. The make-up of the American public school system and the education it afforded students was adequate for societal needs during that period in time. From its inception, the U.S. public school system has served as a platform to elevate a select demographic of white, male youth of middle to upper-class socio-economic status, to post-secondary education (Dufour, 2015).

Although their population was small in numbers, societal status had destined this group of students to become the nation’s future lawyers and doctors (Dufour, 2015). However, events from World War I and World War II would later shift the perspectives of U.S. citizens on what it meant to have a great education. U.S. society began to question the goals of public schools as they related to future generations of American students. Future educational efforts by the U.S. public school system would later extend its efforts to students from various social classes, races, genders, and backgrounds. The nation took interest in the preparation of all U.S. students, regardless of race, creed, or background, for additional influential roles as contributors to a more inclusive society (Dufour, 2015).

By the early to mid1900’s, technological advances, changes in civil rights laws, and industrialization on the U.S. home front were on a steady increase (Wyatt & Hecker, 2006). Society experienced changing perspectives, which challenged what it meant to be a U.S. citizen. By 1964, the U.S. government initiated the Civil Rights Act, which as a
result, outlawed discrimination based on race, color, or national origin by any federally funded entity, which included the public-school system (U.S. Department of Education, 2015). Soon after, youth of all genders, races, social statuses, and cultural backgrounds would become the essential contributors to the country’s economic health. The new reality for citizens was the dependency on the public school system to enhance the employability skills required by the newly created jobs (Wyatt & Hecker, 2006).

Today, public schools in the United States strive to provide a valuable education to all students. The open acceptance of a variety of students into the public school system included students who migrated to the United States from non-English speaking countries (U.S. Department of Education, 2015). In addition, new entrants into the public school system originating from non-English speaking countries are pre-screened to determine their most current levels of English proficiency. Pre-screening efforts for newly arrived students from countries whose main language is not English are conducted at the school where they enroll. Individual school districts, by federal law, are required to assess students to determine their level of English language proficiency (U.S. Department of Education, 2018). Each district has the authority to administer a proficiency assessment of choice. In other words, it is possible that no two districts use the same pre-screening assessment requirements for language proficiency.

Upon determining a new student’s English proficiency level, the school places the new students into the best environment conducive to their specific learning needs (Florida Department of Education, 2016). The students who the public schools deem lacking a sufficient grasp of basic English skills (based upon screening results) are then placed in English for Speakers of Other Languages (ESOL) or English Language Learner programs.
(ELL). Additionally, the schools and districts provide students identified by the pre-screening assessments as lacking in English-Proficiency skills with additional classroom support for the initial two years of school enrollment (LULAC, 2015). This additional classroom support occurs on the school campus the students attend.

In an effort to attain language support in public schools, historic legal battles ensued, such as the federal case of Lau vs. Nichols. Sadly, there was a period of time in the public school system in which the needs of students enrolled in the English for Speakers of Other Languages (ESOL) program were neither considered nor met. In the circumstances surrounding the Lau vs. Nichols case, Lau and a group of Chinese non-English speaking students sued the state of California for not providing what the Chinese community deemed as adequate, language support within its public schools (McCabe, 2011).

Across the United States of America, ESOL programs were established within every school district. In the public school system, the terms ELL and ESOL are used interchangeably by educators to identify the same demographic group of students. In fact, all school districts have the legal responsibility of providing some form of ESOL program to students within the communities they serve. (LULAC, 2015). In 2002, under the presidential term of George W. Bush Jr., public schools were mandated through the No Child Left Behind Act to ensure that all student academic needs were being met. Districts and schools were tasked to closely monitor the achievement levels of specific student demographic groups, which included those achievement levels of students enrolled within ESOL programs. With this in mind, the public school system experienced record growth in the enrollment of ELL students in the 21st century (McCabe, 2011).
Table 1

<table>
<thead>
<tr>
<th>School Term</th>
<th>Percentage of Enrolled English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>8.8%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>9.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Data from the National Center for Education Statistics, 2016

**Problem Statement**

The National Center for Education determined the national English Language Learner (ELL) enrollment status in 2014 was an average 9.3%. During that time, the enrollment growth in ELL students was slightly higher in Florida than in most states (National Center for Education Statistics, 2015). In other states across the U.S., including Florida, students enrolled in ESOL programs who are not proficient in the English language are required to display academic growth on state assessments written in English. In this study, I focused my attention on one elementary school in the state of Florida. As I addressed the circumstances at this particular school, I referred to it as The Florida Elementary School (TFES), a pseudonym to ensure anonymity of the district, school, and all parties involved within my study. Furthermore, I also referred to the district used in my study utilizing the pseudonym Smart School District (SSD).

At TFES, statewide assessment data indicated that ELL enrolled students were not making the necessary academic gains required to pass the statewide reading assessment. When ELL students at TFES achieve a score of at least a level 3 out of 5 on the state assessment, they are considered to have made sufficient academic gains and may become eligible to exit the ELL program. The problem is that statewide reading assessments are provided in English only and may not reflect the true abilities of the students being tested. As a result, ELL student achievement in reading was not accurately determined due to the
English only testing material. In other words, language barriers were hindering the recognition of potential academic growth in ELL/ESOL enrolled students. Furthermore, schools did not provide programs that efficiently prepared all ELL/ESOL students to be successful on the statewide assessments within the first 2 years of enrollment.

The Smart School District (SSD) enrolled a Hispanic population of 59%, a number that has increased significantly over the last decade (citation omitted to preserve anonymity). In comparison to the district, TFES has a Hispanic population slightly higher than the district’s, at 62%. Although not all of these students are in need of language support, about 25% of TFES’s students are enrolled within the ELL program (citation omitted to preserve anonymity). In an effort to meet the immediate academic needs of ELL students within the classrooms, as mandated by the state of Florida, schools throughout SSD began to require that all classroom teachers attain certification in ESOL education. As an incentive to encourage more SSD teachers to become ESOL certified, SSD offered a series of courses that lead to ESOL certification. SSD teachers who take and successfully pass the Florida state ESOL Certification Exam are then reimbursed 100% of the exam cost by the district (citation omitted to preserve anonymity).

In years past, SSD has provided ESOL services to ELL students on a pull-out schedule. Pull-out services once required ELL students to leave the regular education classroom during a specified time of the academic day (30-45 minutes) to work on an individual basis with an ESOL teacher or paraprofessional. The time frame for pull-outs varied according to staffing and scheduling conflicts. However, for five days a week the ELL students were allowed to work with the ESOL teacher on basic reading and math skills at their individual learning levels, pace, and style.
In 2009, under new district leadership, the practice of the pull out process for ELL students at TFES came to an end. District-wide state assessment results on the 2008 Florida Comprehensive Assessment, in both math and reading, convinced district leadership that the pullout process was an ineffective method to use regarding the rate of ELL student growth and achievement. Student achievement levels displayed inconsistencies and were below district expectations.

In addition to shifts in district leadership, TFES also experienced several administrative shifts. In the last decade, the school was led by 3 different principals and 5 different assistant principals. During one of the more recent district-initiated administrative shifts, the newly appointed principal introduced the ESOL “push-in method” to the school. In the push-in method, ESOL teachers or ESOL paraprofessionals entered the classrooms daily to provide an additional 30 minutes of direct support to ELL students in subjects such as reading and math. The supporting ESOL teachers/paras provide either one-on-one assistance for ELL enrolled students or facilitate extremely small student groups to enhance the learning of the grade-level standards being covered by the regular education teacher at that time. ELL students may also utilize the district-backed language support websites. However, the time on the computer is monitored and supported by the ESOL paraprofessional and regular education teacher and is meant to strengthen the student’s acquisition of the English language. To reemphasize, in an effort to ensure that the needs of ELL enrolled students are being met, the school district maintained a strict requirement that all classroom teachers have or become certified in the area of ESOL.
With each administrative shift, TFES also experienced changes in the priority level of programs and services provided to students by the school. Some of the program changes made by school administrators were derived from budget constraints and cuts, which were evident within the public education system throughout the entire country (Odden, 2012). However, other program changes made by school administrators were based on leadership style. The current administrator led the school for the last four years as the principal, and 3 years prior in the position of an assistant principal. In fact, the current principal has been recognized by both the district and state as an innovative leader regarding budgeting. Thus far, many of the program choices made by the current administrator, often reflected great regard to the limitations of usage and reach within the school budget.

However, such tight budgeting allowed the student population to rise, while the extended resources such as paraprofessionals remained the same. For example, enrolled within my school are over 250 students in the ESOL program. There are currently only 3 ESOL teachers/paraprofessionals who push into the classrooms to provide English language support to ELL students. Unfortunately, the SSD chose not to supply the extra funds required to add a sufficient amount of ESOL teacher/paraprofessional coverage for TFES. Rather, the expectation of SSD is that the principal of TFES provide the funding for such positions on an already strained budget. This task is near impossible without cutting programs currently being used to aid student achievement at TFES.

The current practice at TFES is that each ESOL teacher/paraprofessional must effectively provide language support for about 80 ESOL students, 30 minutes a day, for 5 days in a week. The demands on the 3 ESOL support teachers became so immense that it
was nearly impossible to meet with every student at their dedicated time. Scheduling students for ESOL support became difficult as staff members worked with students in grade levels K-5. Furthermore, ESOL teachers/Paraprofessionals were challenged to be present for all students during the various core math and reading blocks.

The driving factor behind the SSD requiring certified ESOL regular education teachers within every classroom was to both adhere to legal mandates providing support to English Language Learners and to minimize costs. At the time of this study, the average Florida teacher salary was about $35,165 per year (Teacher.org, 2016) while a paraprofessional salary was about $22,000 (Pay Scale, 2016). Therefore, SSD was able to enhance its annual fiscal spending record by hiring ESOL paraprofessionals at a lower cost, compared to hiring ESOL certified teachers to provide ESOL students with the additional classroom support. ESOL enrolled students are to be treated equally to others and receive the same opportunities (LULAC, 2015).

According to the 2016-2017 Florida State Assessments in reading and math, ESOL enrolled students at TFES showcased a 2% pass rate in reading and a 31% pass rate in math. At the same time, ESOL enrolled students at TFES were required to take an English proficiency assessment, in which about 2% showed adequate success and were exited out of the ESOL program. The future pass rates of ESOL enrolled students will be dependent upon the authentic methods encouraged and utilized by both SSD and TFES.

All in all, TFES relied on teacher instruction, technology, and state and district assessment data to determine the level of academic success our students acquired. I feel that it is pertinent to ascertain whether or not the school is using the correct methods to meet the needs of ELL students. Furthermore, TFES needs to monitor and adapt methods
on a continuous basis as the specific needs of students change over time. Change within any institution, including TFES, is inevitable, and “leaders must either prepare accordingly and adjust with grace or lose” (Wagner, 2006 p. 63).

**Purpose of the Evaluation**

The purpose of my investigative and analytical efforts was to reveal to stakeholders which components of the ESOL services provided at TFES were effective in raising the English proficiency skills of ELL/ESOL students in an effort to display academic gains on English-only assessments within the first 2 years of enrollment. In addition to determining which ESOL methods were effective at TFES, my purpose was to discover areas of the program that were not as effective and provide possible program adaptations or adoptions for positive changes. The ESOL program in use at TFES during the time of this study was the “push-in” method.

Through this evaluation of the ESOL services provided at TFES, I hoped to determine which of the current strategies in the “push-in” program were working best with the students enrolled in TFES’s ESOL program. I investigated how these “push-in” methods at TFES were used to increase English proficiency and to show academic gains as determined by the Reading Florida State Assessment. In addition, the data I collected through a series of surveys, interviews, and from student assessment results assisted me in identifying the immediate affect specific methods currently being implemented at TFES have on the achievement levels of ESOL enrolled students. My goal was to transform the SSD and TFES based on my findings so ELL/ESOL enrolled students would experience increased achievement levels as determined by the English-only state assessment.
Staff Collaboration

Teacher collaboration was encouraged by the district and school. Teachers were encouraged to meet on a weekly basis to discuss upcoming standards and to determine the strategies that would best suit individual ELL/ESOL students. Together, the teacher team determined the individual strengths and immediate needs of the ELL/ESOL students. In the opinions of Larry Ferlazzo and Katie Hull-Sypnieski, teachers are the providers of the tools which students need to acquire academic success (Ferlazzo & Hull-Sypnieski, 2014). Quarterly district standard based assessments, such as the district formative reading and math test, teacher observations, as well as performance indicators provided by the language technology, were used to determine the progress of the ESOL students over time.

Formative assessment information can be used to provide students with the opportunities to improve learning (Dufour, 2015). However, both the regular education teacher and the ELL/ESOL paraprofessional/teacher may adjust teaching strategies for individual ELL/ESOL enrolled students based upon the various data points and indicators provided by student performance. Student achievement can be improved when teachers pay close attention to student formative information and adjust learning by providing the proper support (Odden & Archibald, 2009). It is therefore my belief that teachers who collaborate learn to become more reflective and adaptable based on student academic progress.

Through the findings of my study, ELL/ESOL students may find a greater academic benefit in the strategies suggested. Students enrolled in the district’s ELL/ESOL program may become productive citizens in a global society based upon the skills
gained using the best ELL/ESOL practices. These practices were uncovered through the discoveries in my research. The district could serve as a model to various districts around the nation, providing academic advice to ensure that the academic needs of all ESOL students are being met. Community recognition, respect, and support will become a district norm as the dedication to all students will become transparent to all stakeholders (students, staff, and families) (Florida Department of Education, 2016).

Furthermore, I predict the school and district will communicate to our surrounding community our dedication to all students regardless of language, abilities, and/or cultural background through home visits, planned informational events, emails, newspaper articles, and robo-all-calls. The district will need to utilize as many avenues as possible to share its vision of success for all students with all of its stakeholders. A vision that is clearly communicated aids in earning the support of stakeholders (Fullan, 2008).

In elementary schools, the 5th grade is viewed as the upper grade level and serves as the transitional bridge between elementary and secondary education. The curricular expectation is that all students promoted to the 5th grade arrive at this academic level prepared with an adequate grasp on basic math and reading skills provided in the lower grade levels. According to the 5th grade curriculum standards, we challenge students to earn a more in-depth understanding of basic facts throughout the 5th grade school year (Florida State University, 2016). Not having the foundational skills to master the fifth-grade content can be detrimental to any child, but even more so to students such as ELL/ESOL students who have not yet mastered the English language. These 5th grade students are at a crossroads in which literacy is a basic expectation upon entering the middle school arena. Therefore, not attaining proficiency in areas such as literacy can be
detrimental to a student entering secondary and high school. According to the Intercultural Development Research Association (IDRA), in 2014 the state of Texas witnessed a 38% dropout rate for second language learners in grades 9-12, while the overall state average was at 12% (IDRA, 2014). This particular group of students were not academically equipped to find success based upon inadequacies in their basic language proficiency skills.

In Florida, proficiency of 3rd through 5th grade level material by all students is determined using Florida’s Standard Assessment (FSA) in reading, writing, and math. Furthermore, 3rd through 5th grade proficiency is also dependent upon student performance on district mandated, end-of-year Exams (EOY) in social studies, art, music, and physical education. In the 5th grade, students are required to take one additional assessment, the Florida Comprehensive Achievement Test (FCAT) in science. If a student acquires a score of a level 3 or above on any of the math, reading, writing, or science exams, they have successfully attained proficiency in those specific content areas. The social studies, music and arts curriculum are graded based on the district’s scaling system of 0%-100% and require a grade of 80% or above to pass (Florida Department of Education, 2016). While state assessments are not required of students enrolled in grades Kindergarten through 2nd grade, they serve as important benchmarks in students’ lives as they provide the foundation for more advanced skills required for the attainment of academic success. In addition, each of the before mentioned benchmarks are dependent upon the student’s ability to read and write in the English language. Therefore, a student enrolled within the ELL/ESOL program may find difficulty in showcasing academic success based on limited English proficiency and English-only assessments.
According to the American Psychological Association (2012), dropouts can be predicted in the 1st grade and determined by the 3rd grade (as cited in Sparks, 2013). Therefore, based on the ideals of the American Psychological Association, students who do not master basic facts by the 3rd grade often do not graduate high school (as cited in Sparks, 2013). I believe that these unfortunate occurrences can be prevented if all schools prepare these students for participation as successful citizens with positive contributions to a global society.

We as Florida educators have agreed to an educational code of ethics that states:

The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the democratic citizenship, essential to the achievement of the freedom to learn and to teach and the guarantee of equal opportunity for all. (FLDOE Code of Ethics, 2016).

Thus, the professional obligation of educators to all students, including those enrolled within the ESOL program, is to ensure that we educate all through the provision of equal access to and adequate educational opportunities (Bon, 2016).

**Rationale for Selection**

The rationale for my current evaluation of the ESOL program at TFES was to ensure that ESOL enrolled students are provided with equitable and equal opportunities to attain annual academic growth and achievement. SSD aims to showcase its ability to be financially responsible, connect with families and the community, retain and train quality staff, and lastly, to ensure high levels of learning for all students. Furthermore, SSD strives to become legendary by transforming itself and its students from being good societal components to great ones (Florida Department of Education, 2016). Based upon
district goals, my evaluation promises to be pivotal in assisting the district to achieve each of its goals. ELL/ESOL students made up a large quantity of my school’s student body, 62%. (source omitted to preserve anonymity.) Therefore, in an effort to going from good to great as a district, the best learning practices are to be used within its schools. The findings made through my evaluation assisted SSD in meeting each of their set goals for ELL/ESOL student success. My hope is to assist TFES in becoming the model school for great ELL/ESOL practices throughout the district, state, and nationally.

The best way to potentially meet the needs of ELL/ESOL enrolled students at TFES will be through the involvement of all stakeholders. TFES can learn to act with integrity and therefore bridge the relationships between stakeholder groups. Building the relationships can only help the entire district progress into the 21st century. If the principal of SSD can promote a climate where everyone’s opinion is welcomed, there might be more opportunities to boost the academic achievement within the entire school.

People tend to buy in to something they feel they belong to. At TFES, the stakeholder groups consisted of students, families, staff, and the community. Each of these stakeholder groups were interested in boosting student achievement and academic growth. Commencing various collations with representatives from each stakeholder group may be the first step in spreading a common vision by district leadership (Fullan, 2008). In addition, stakeholders would be reminded that the sole purpose at TFES is to ensure educational equity and equality to all students it serves.

After five years of continuous use of the “push-in” program at TFES, I believed it was time to re-evaluate the program. As a school with a commitment to the learning of all students, TFES needed to hold themselves accountable for the quality of learning that is
being provided to all students, including those in need of extra support. TFES needed to understand the impact that resources, lesson planning styles, and lesson delivery methods being used were having on ELL/ESOL student achievement. The only manner to determine our effectiveness regarding student achievement was by analyzing the layers of TFES’s educational efforts for appropriateness and success.

The current American public education system is a representation of a system that has rapidly evolved over time. It is a system that once catered to a society dependent upon a farming economy, which was later changed by global demands. The farming industry dictated most aspects of the educational system, which included the determination of which students would continue to higher levels of education, the manner in which student breaks would be scheduled, as well as the standard curriculum taught within all classrooms (Dufour, 2015).

However, as technological advances occurred across the globe, the U.S., known to the world as an advanced country, competed with others to remain on the global forefront. Therefore, when the U.S. became home to non-English speaking immigrants, laws were created to ensure that educational support for all students to achieve was provided at all schools across the country. The U.S. viewed education as the key to remaining as a global powerhouse (Wagner, 2008).

In his book *The Global Achievement Gap* (2008), author Tony Wagner described several goals for achieving academic success. Wagner stated that schools should set high expectations for all, focus on staff development, strive for parental involvement, and should have enough financial resources. In other words, stakeholders such as school staff, parents, and students play an active role in the attainment of academic achievement. As a
result of setting such high goals, Wagner added that schools will produce students who can critically think, problem solve, and clearly communicate with others. Furthermore, according to Wagner, by attaining these goals, American public school graduates will have the ability to remain competitive and actively contribute to a global society (Wagner, 2008). The Smart School District outlined each of Wagner’s observations as goals within its strategic plan (Florida Department of Education, 2016).

A few years ago, while out shopping, I was approached by an older Hispanic woman and a teen-aged girl. The teen-aged girl reached over to hug me while asking whether I had remembered her. It took a brief second, but I then observed the older version of a young girl I once taught in the third grade. The tiny-framed girl with long dark brown hair and dark, mysterious eyes to match had now blossomed into a beautiful young woman. The pair gladly updated me on the girl’s academic progress, as she was now a high school student and had managed to enroll in honors classes throughout her academic career. At the end of our conversation, I congratulated her on her success and wished her well. Before our departure, with tears in her eyes, she hugged me and thanked me for teaching her, helping her, and most of all, believing in her. She added that coming from another country to the United States was an enormous challenge. However, she said that the even greater challenge was entering the American public school system and not speaking English. This student was enrolled at the time in the school’s ESOL push-in program and only spoke Spanish. She stated that the experience was overwhelming, but without my assistance as a teacher, she never would have had the desire to learn English.
After the encounter with my former ESOL student, who entered my classroom with no knowledge of English, I reflected upon my teaching methods. I recognized that I have always had a passion for ensuring that all students entering my classroom achieved some level of success. As an educator in a district that changed its philosophy on the delivery of ESOL instruction, I questioned whether the experience of my current students was in any form comparable to that of my former students. I struggled to understand whether the mainstreaming of certain courses with the homeroom teacher in collaboration with the support of the pull-out services provided was the strongpoint in the academic success of previously enrolled ESOL students. On the other hand, I also wondered whether the inclusive “push-in” model with the additional technology support truly strengthened student achievement. It was challenging to determine how the “push-in” and “pull-out” ESOL services compared, as state testing requirements changed within the last decade; however, understanding the impact of both programs on ESOL student achievement provided additional insight on making improvements to the overall process.

As indicated by historical trends, there has been a continuous struggle for schools and districts to enhance the learning experiences for its African American and Hispanic students. When compared to the progress of their White and Asian counterparts, both African American and Hispanics trailed far behind with regard to assessment results (Perry, 2003). The Hispanic student population enrolled at TFES is 59%, a number which increased significantly over the past five years (citation omitted to preserve anonymity). In comparison to the district, TFES has a Hispanic population slightly higher than the district’s at 62%. Much like the district, the Hispanic population of students has annually increased over the last five years. Not all Hispanic students enrolled within the
district and at TFES were in need of ESOL services because they were fully fluent in the English language.

Understanding the community in which a school and district serve is a vital factor in the determination of the success its students may have (Perry, 2003). Clearly, maintaining the lines of communication between the school and its stakeholders, including members of the community, families, and businesses is a necessity. The creation of open forums, stakeholder committees, and the hosting of community group events at the school can serve as a venue for building and strengthening stakeholder relations.

Public schools have a legal, moral, and ethical responsibility to meet the academic needs of another group of stakeholders, its ESOL enrolled students (No Child Left Behind, 2001). Meeting the Academic needs of the ESOL students will allow the district and schools to comply with Florida’s Leadership standards 1 & 2, as well as the ethical code previously discussed. (Florida Leadership Standards, 2011). However, positive actions by the school and district that may boost academic gains of ESOL students may determine an increase in the receipt of funding and could provide an elevated level of recognition within the state, possibly within the nation.

Across the nation, ESOL students make up about 9.3% of the student population (National Center for Education Statistics, 2016). Each state has been tasked with developing strategies to ensure that ESOL enrolled students make adequate learning gains. Often, schools replicate effective methods utilized by other schools with similar demographics. Other times, less effective measures used by schools are avoided if the information indicating negative results on achievement are shared. I therefore feel that
the outcome of this evaluation provided pertinent results to assist both TFES and SSD in meeting the academic needs of the 5th grade ESOL enrolled students and emphasized the dedication to all stakeholders. Furthermore, the results of my evaluation may be beneficial to schools and districts across the nation with similar student demographics.

My personal observations of the ESOL push-in program are of mixed feelings. In my opinion, I am not certain whether there has been an increase in the rate at which ELL students have academically progressed in comparison to years past. However, the focus at this time is whether the academic skills of all enrolled ESOL students at TFES are sufficient for passing the state’s reading proficiency assessment. This investigation into student learning outcomes created a greater insight as to whether a noted elevation in overall ESOL student achievement has occurred through the school’s dependency on the “push-in” method supported by language learning technology.

The responsibility of public schools and educators is to provide the best learning environment to its largest group of stakeholders, its students. Having a large population of second language learners enrolled within schools, the district as well as the schools need to determine what aspects of the current ESOL program are effective in meeting students’ needs and raising academic achievement. Determining academic achievement among ESOL students enrolled within a school district requires a thorough investigation. This investigation involves an analysis of all resources provided to ESOL enrolled students throughout the school year. Furthermore, in an effort for schools to determine the success of services provided to enrolled ESOL students, the monitoring of state assessment data is necessary.
Although the district determines the types of programs to make available to students enrolled within the ESOL program, school administration has the autonomy to provide the method that best suits their specific school-based needs. School-based administration, therefore, maintains the bulk of the accountability when determining student academic performance. Again, the academic performance of ESOL enrolled students is determined at the school and district levels based on ESOL student assessment data.

Programs such as Rosetta Stone are very costly to the district. Not only does the district have to renew its license agreement annually, but there are additional costs for the technology used to access the program ($500-$200 per student). For instance, SSD paid for the license to cover all schools and at all grade levels; however, individual schools, such as TFES, were tasked with the responsibility of providing specialized headsets for each student, as well as on campus daily access to the computers. Therefore, schools are obligated, to the community, to ensure that staff is trained in ESOL practices, to hire ESOL certified teachers, and that funds spent to increase student academic performance are not wasted. Many schools also use funds to hire bilingual paraprofessionals and provide them with continuous professional development in the use of ESOL strategies.

**Goals of the Evaluation**

The intended goals of my program evaluation were to provide district and school level feedback on the level of success that our ESOL students were attaining on district and state-wide assessments. I also provided the impact that ESOL teacher efforts are making regarding ESOL student achievement (planning, collaborating, reflecting, and adjusting). I investigated the impact of resources being used to aid with ESOL instruction
was having on ESOL student achievement (i.e. technology) and the level of family involvement in the ESOL student learning process.

Through my evaluation, my overall goal was for my district to recognize and share my school’s successful practices with other schools and districts around the nation. In an effort to identify practices at TFES that work, I paid detailed attention to ESOL enrolled student proficiency on the Florida State Assessments in the subject areas of reading and math. In addition, I also focused my attention on the results of those very same students on the district’s English proficiency assessment (WIDA). The combination of scores on each of these assessments were used at TFES to determine whether an ESOL student has achieved a level of proficiency in which they can be exited out of the ESOL program.

My evaluation related to improved student learning by providing SSD, and many other school districts across the nation, with authentic instructional practices, technological support, and cultural practices that have shown success with students enrolled within the ESOL program. Furthermore, by focusing on ESOL student success, SSD and those of whom my research is shared with will have the opportunity to communicate to students, staff, families, and the surrounding community its full pledged dedication to the increased learning of all students. The school must build relationships with all stakeholders to promote a shared vision and to ensure that the students are receiving the best support in their academic journey. Stakeholder involvement in the learning process can have positive impacts on student achievement at TFES. Both SSD and TFES must determine methods to consistently share students’ progress, gain
stakeholder feedback, and to implement positive practices through reflection and communication (De Klerk, 2002).

**Exploratory Questions**

Throughout my evaluation process, I depended on the data I gathered from stakeholders. Stakeholders experienced the ESOL services provided at my school and, therefore, could attest to the direct impact the efforts had on student learning. The following will serve as primary exploratory questions I considered as I conducted my evaluation:

1. What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as working well in the program?
2. What do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as not working well in the program?
3. What do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as the biggest challenges in the program?
4. What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals suggest as ways to improve the program?

The questions listed above served as a guide as I conducted this evaluation. In an attempt to gather such information, I interviewed and surveyed many of the involved stakeholders. I was aware that my evaluation would have consisted of an array of both quantitative and qualitative data, thus further indicating that my evaluation was one of mixed methods. Quantitative data I collected from student testing results such as the IReady assessments, WIDA, and the FSA. The qualitative data points I collected consisted of the interview and survey data collected from teachers, administrators, and
coaches. The purposes of my investigative and analytical efforts were to determine which components of the ESOL services provided at my school, increased ESOL student achievement as monitored by state and district assessments.

I also utilized several secondary questions during my investigation to assist me in the analysis of more specific factors. These factors showcased the more specific academic impact of ESOL services on that achievement levels of ESOL enrolled students in grades 3-5. These students involved in my study relied heavily on the push-in program for language support at TFES.

1. What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive about the level of collaboration needed to address student needs within the within the ESOL classroom?

2. What is the priority level of staff commitment to the achievement of ESOL enrolled students at the school?

3. Do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive that there are adequate support materials available for use within the ESOL classroom?

Understanding the working of the ESOL program at the school level provided insight into the effectiveness of daily support provided to second language learners with regard to legal requirements (LULAC, 2015). The additional accessibility of supportive technology such as the Rosetta Stone and Footsteps to Brilliance programs will showcased the impact on achievement. Furthermore, I used the data to make comparisons based on the revelations of data collected within this evaluation to determine the level of support needed to provide the best academic results.
Conclusion

My recent inquiries within the ESOL department led me to believe that a certain level of change may be required to ensure the educational advancement of students enrolled in the district’s ESOL program. It appears that with every strategy I’ve researched, there has been positive feedback. Yet, with each bit of information gathered, the positive input was always followed with the use of the word *but*. As indicated by the district’s strategic plan, there are opportunities for further growth in the types of ESOL services currently being provided to SSD students. In an effort to grow, SSD must remain vigilant in the quest to provide the best quality of services to all students to include ESOL enrolled students (Florida Department of Education, 2015).

My desire was to identify which components were working well with the ESOL enrolled students, and those that were not within TFES’s ESOL push-in program. Upon the completion of collecting the data for my evaluation, I then focused on describing whether the program has provided sufficient language support to all enrolled students. My review of TFES ESOL student assessment data and my analysis of staff interviews further assisted me in making judgements on TFES’s academic progress. I am aware that should the outcome of my program evaluation indicate that the program is not effectively meeting the needs of the ESOL students, both SSD and TFES will need to apply ESOL program changes. In some cases, SSD and TFES will need to either revamp or replace components of the ESOL program to ensure that ESOL enrolled students can make academic gains as indicated by assessment data. My project, therefore, provided true analysis into the functionality of the support services provided to the ESOL program with regard to fostering academic achievement among 3rd- 5th grade enrolled ESOL students at TFES.
SECTION TWO: THE REVIEW OF LITERATURE

Introduction

Today, the United States public school system serves more than 10% second language learners (Gandara, 2008). In fact, this number of enrolled second language learners has consecutively increased over the last twenty years (Gandara, 2008). The Hispanic population accounts for at least 57% of students enrolled in public schools around the nation (Gandara, 2008). The occurrence of an achievement gap has showcased itself with regard to national student assessment scores (McClure, 2010). Hispanic students are scoring much lower on state assessments than students of other races (McClure, 2010). It appears that prior to the NCLB standards, much of this achievement gap was hidden.

In a nutshell, across the nation, second language learners at the elementary level have a lower pass rate on state assessments compared to native English speakers. According to David Murphey, during the 2011-2014 school term, the United States had about 4,472,563 second language learners in the 4th grade. In 2013, the average pass rate for 4th grade second language learners on the state reading assessments was 31% as compared to non-second language learners who scored average pass rates at 72%. Across the nation, 4th grade reading assessments indicated an overall learning gap of 41%, even though 47% of second language learners received accommodations on their assessments (Murphey, 2014). Similar results can be seen in various states across the United States (Table 2).
Table 2

2013 Fourth grade state reading assessment results

<table>
<thead>
<tr>
<th>Location</th>
<th># of Second language learners (SLL)</th>
<th>% SLL receiving accommodations</th>
<th>% SLL receiving a passing score</th>
<th>% Non-SSL receiving a passing score</th>
<th>Achievement gap based on scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>4,472,563</td>
<td>47%</td>
<td>31%</td>
<td>72%</td>
<td>41%</td>
</tr>
<tr>
<td>Florida</td>
<td>234,451</td>
<td>98%</td>
<td>41%</td>
<td>79%</td>
<td>38%</td>
</tr>
<tr>
<td>Illinois</td>
<td>170,631</td>
<td>80%</td>
<td>18%</td>
<td>60%</td>
<td>42%</td>
</tr>
<tr>
<td>New York</td>
<td>205,397</td>
<td>100%</td>
<td>25%</td>
<td>74%</td>
<td>48%</td>
</tr>
<tr>
<td>Texas</td>
<td>746,466</td>
<td>44%</td>
<td>36%</td>
<td>70%</td>
<td>34%</td>
</tr>
<tr>
<td>California</td>
<td>1,434,202</td>
<td>16%</td>
<td>26%</td>
<td>69%</td>
<td>43%</td>
</tr>
</tbody>
</table>

See Murphey, 2014, p. 7

For example, in the state of Florida, there were approximately 234,451 second language learners who were enrolled in Florida schools during the 2011-2012 school term. Of those second language learners who were tested in reading on the 2013 state assessment, 98% received accommodations, such as extra time, a small group setting, and the use of Spanish to English word dictionaries. As a result, 41% of the second language learners received a passing score on the reading state assessment, as compared to 71% of non-second language learners who passed the assessment. Based on this information, Florida showcased a 30% gap between the achievement levels of second language learners who received additional language support and non-second-language learners (Murphey, 2014). Efforts across the nation to close the academic achievement gap for second language learners are in dire need, especially if the overall population of the United States is changing.

**Fostering Teaching Methods Conducive to ESOL Student Success**

After reading McClure’s articles, I pondered on the unique relationship that research has shown to be effective in raising student achievement. I question why more teachers and more schools have not sought out collaboration efforts to guide instruction
and to foster a cohesive sense of achievement among students. McClure indicated in his article that teachers need to take on a more professional stance in the elimination of the achievement gap among Hispanic students and other races. Based on my observations, this clearly has not occurred within in all public schools. McClure calls for added professional development and more collaboration amongst teachers who work directly with ESOL students (McClure, 2010).

I am relieved to know that SSD is currently making steps toward providing a culture of teacher collaboration. SSD included within its formal strategic plan that the staff will work collaboratively to enhance the learning experiences of all students at all levels. SSD has, therefore, made a public commitment to adhere to ensuring teacher collaboration through the inclusion of the strategic plan, and teacher collaboration is therefore become part of SSD culture.

Collaborative efforts, in my opinion, between mainstream teachers and push-in ESOL specialists will be beneficial to student growth. In fact, Peercy indicated that ESOL students were most successful when receiving support based upon teacher collaborative efforts (Peercy, 2015). Again, SSD students would benefit from the collaborative culture of its staff and teachers. Peercy added that students can receive a wealth of vocabulary and reading comprehension support through the collaborative efforts of teachers (Peercy, 2015). Collaboration between ESOL paraprofessionals and teachers are helpful to ESOL enrolled students in improving language proficiency.

In addition to collaborative efforts, I now clearly see why educators must understand the students they serve (Dufour, 2015). Upon understanding the needs of ESOL students, educators can foster academic growth. Teachers need to be trained in
understanding the populations that they serve (Islam & Park, 2015). For this very reason, at my district, ESOL paraprofessionals and regular education teachers alike are presented with training opportunities to foster better relationships with students. The needs of ESOL students were often not met by teachers because of very weak and basic preparation courses during their college years (Islam & Park, 2015). However, if teachers receive training to be more strategic in lesson planning, design, and delivery, barriers for academic success of all students can be broken (Islam & Park, 2015). I believe that authentic learning opportunities can be created by teachers, where students can work within small groups and can also have opportunities to showcase individualized strengths (Islam & Park, 2015). A more intimate educational relationship between the students and teachers are created and can be created by enabling the exposure of both student strengths, but also for specific student weaknesses and knowledge gaps (Islam & Park, 2015).

I understand that teachers must become proactive in administering modifications within their instructional methods through the attainment of new skills and strategies (Dufour, 2015, p. 153). According to Webb, American educators should follow the example of the rest of the world by thinking abstractly about what and how they teach. I am knowledgeable that our school clientele and the world has changed, so should our teaching approach. Our goal is to produce students who can compete on an intellectual level within a global society. Webb explained that because we have “new” people we need to teach them in “new” ways (Webb, 2006). Thus, our methods of instructional delivery truly will also need to meet the needs of a diverse population (Honigsfeld, 2009).
My project will therefore aid TFES and SSD in determining whether the methods used over the last five years are preparing ESOL enrolled students for future success.

**Technology That Supports Academic Growth**

In the past, my district utilized the Rosetta Stone Program with our ESOL students. My personal observations of the Rosetta Stone Language Program indicated upon introduction at the beginning of the year, students exhibit an initial excitement. As a fifth-grade classroom teacher, I believe the access to the technology and to the “high tech” capabilities of the Rosetta Stone Language Program voice interaction serve as an attraction to students. The students initially feel as though they are a part of an elite group with access to special privileges. However, I often observed that this confidence level dissipates as the students became used to the routine of the program. The program steps are very repetitive, and it appeared that students quickly become uninterested.

Upon becoming uninterested in the use of the technology, I noticed that some ESOL enrolled students became more reluctant to attempt new tasks on their own. Students began to rely on the teacher for assistance prior to attempting any new task. The teachers would need to provide frequent reminders for students to stay focused and engaged in the program. Students who were once self-motivated to begin to work on the computer program became hesitant and needed constant verbal requests from teachers in order to initiate the Rosetta Stone Language Program lesson for the day. I observed the ESOL enrolled students became whiny or often reluctant to log in to their accounts. My lesson in the utilization of a technology website is that it must be appealing to the students while still enabling academic growth.
In Maryland’s Prince George County Public School’s (PGCPS), they serve a population of about 14.5% ESOL enrolled students (District Administration, 2016). This percentage is significantly lower than my district’s 59% of ESOL enrolled students, and my school’s 62% of ESOL enrolled students (Florida Department of Education, 2016). However, they also utilize the Rosetta Stone program as a supplement to mainstream, push-in ESOL methods. According to PGCPS, the goal of utilizing the Rosetta Stone Program was to strengthen both social and academic language by training the student in the new language in the very same manner in which they acquired their home language (District Administration, 2016). In other words, students take small steps in the acquisition of a second language. Students in PGCPS spend about 2 hours per month per student utilizing the interactive lessons on this program (District Administration, 2016). This is unlike how it is used in my county, as students completed at least 2½ hours per week per student. My school and district required more digital interaction per week during class time, and this was tracked via the technology software.

In Ohio, the 3rd largest school district also opted to utilize the Rosetta Stone program (District Administration 2, 2016). Unlike my own district and in the Maryland district, Ohio’s school district had an ESOL population that represented 83 different languages (District Administration 2, 2016). However, even having varying ESOL population sizes, both PGCPS and Ohio agreed that they were pleased with the achievement results of their students based upon the usage of the Rosetta Stone Program. In addition, Ohio attributed an increase of ESOL student daily attendance to the desire to and privilege of using the computer program on a frequent basis. Therefore, some districts have viewed the Rosetta Stone Program as a motivational piece for its ESOL
students. I learned through this information that technology can have a positive impact on the achievement levels of ESOL enrolled student achievement, but the success may be dependent upon the overall implementation process. In my study, I determined the implementation process and student expectations for the language support technology and its overall effect on ESOL enrolled student learning.

An alternate program to the Rosetta Stone program is the Footsteps to Brilliance Online Program for children from birth to the third grade. Children at younger ages benefit from the exposure to phonics, vocabulary, writing, and comprehension skills, at earlier ages, which helps set precedence for latter comprehension strategies. Foundational reading skills are also provided in several languages through the Footsteps to Brilliance Program. Technology often provided student with an added excitement to work, as it provided a sense of independence. Furthermore, the child friendly learning games provided children with an opportunity to have fun as they learn. Many districts, such as mine, welcome programs such as Footsteps to Brilliance, as they are cost friendly (free) and are easily accessible (can be accessed on most technology devices, and from anywhere that has internet access) even from student homes (Footsteps2Brilliance, 2016). However, as cost effective as some of these technology programs may be, the underlying concern at my school is the level of impact their usage is having on the academic achievement levels of our ESOL students.

This school term, the district decided against renewing the license agreement for the Rosetta Stone program. A combination of low district-wide usage numbers and high costs (from $200-$500 per students) assisted SSD leadership to end contracts with Rosetta Stone. The SSD included within this year’s Strategic Plan is a pledge to the
community and tax-payers to become more financially responsible drove this non-renewal decision (Florida Department of Education, 2016). Students will rely on alternative technology components as a mean to improve achievement. The results of the study that I conducted was dependent upon the usage and implementation process of technology into the ESOL program for language acquisition purposes.

**Family Engagement**

In any school system, the dream is to have student families supporting the educational conquest of students. In my years of experience as an educator, I have found that the higher the level of parent involvement, the higher the level of student, effort, and achievement. In her evaluation, Cooper noted that parents should also hold a higher level of accountability with regard to student achievement (Cooper, 2015). ESOL enrolled students are no different. Yet, in California, as a result of language barriers, one school district reported that over 5,300 teachers were unable to communicate with families of enrolled students (Hansen-Thomas, 2016). Many parents and families in that California community were not equipped with basic English language skills to address the educational needs of their children enrolled in the public school system. Thus, educators had to become creative in finding ways to encourage family participation. The added family participation with ESOL students assists in the reinforcement of classroom methods while the student is at home.

Family engagement can assist the students receiving push-in services with meeting achievement goals and making adequate academic gains at an increased rate. For instance, mainstream teachers who worked along with an ESOL push-in specialist shared the story of one of her ESOL students. According to the teacher, the student entered
kindergarten speaking no English but was fairly fluent and literate in English by the end of the year. The teacher attributed the student’s success to the collaboration both she and the ESOL Specialist shared but also to the connection she made early in the year to the child’s family (Smith, 2016). This story stood out to me because it reiterated the point that relationships mean everything. As educators, we are to do whatever it takes to foster the right learning environments for our students. In this case, collaboration between all stakeholders had a direct impact on student learning. In my study, I evaluated relationships that are built between our teachers, our ESOL enrolled students, and their homes.

Clement and Pu shared that through working with the parents of ESOL enrolled students, the learning experience was enhanced (Clement & Pu, 2009). Building relationships was an important component in attaining student achievement and relying closely upon student and staff mindsets. In the end, my program evaluation will assisted the district in achieving its goal of strengthening ties with families and the surrounding community by creating a legacy and moving schools from being good to great Florida Department of Education, 2016).

Definition of Terms

My project focused on my school’s ESOL enrolled students and the impact that my school’s current efforts are having on their individual achievement. One of the largest barriers to success with the ESOL students was their lack of mastery of the English language. Although I am not a second language learner and English is my first language, I do share a level of compassion with second language learners. I understand what it’s like when I come across unfamiliar words, which often reminds me of the importance of
vocabulary regarding comprehension. Basically, a person is unable to comprehend what they are unfamiliar with unless provided with strategies or some level of support. Included below are a few terms that support the overall understanding of my research project.

- **ESOL**: English second language learners. Individuals whose native or first language is not English. These individuals are taught English skills.

- **ELL**: English Language Learners. Individuals whose native or first language is not English. These individuals are taught English skills.

- **Push-in**: A service provided by public schools that provide ELL/ESOL students with additional in-classroom support. An additional staff member assists the ELL/ESOL students in acquiring the skills needed to attain academic success.

- **Mainstream**: A classroom that is inclusive to students classified as regular education, special education, and or ESOL education. These students receive outlined services from individualized educational plans or legal bindings, such as The No Child Left Behind Act, within the classroom from a teacher certified in all three areas.

Within the public school system, there are many acronyms used when describing programs for second language learners. In my opinion, it is important for a true educator to be knowledgeable of these terms that are used interchangeably. However, a true educator should also remember that more important than memorizing acronyms are the methods that are used within the classroom to promote an equitable and equal learning environment. The students are more than the acronyms that they are assigned.
Conclusion

The ability for educators to provide an environment where all students thrive is a consistent challenge for educators at all levels of the field (Cooper, 2015). Through my readings of various sources of literature, I have determined that a changing global society also requires a shift in professional practices. Furthermore, I am cognizant that changing technology and an increased level of societal common knowledge and understandings revolve around new circumstances. The world that our parents and grandparents were raised in no longer exists, thus the common norms of yester-year are no more. These changes do not exclude demographical shifts within the school system as the 21st century has experienced the fastest growth of publicly enrolled English Language Learner students in history (McCabe, 2011). It is in the best interest of schools to provide technology support, communicate with families, and have trained staff to create the best learning environments necessary to promote higher achievement levels of ELL students.
SECTION THREE: METHODOLOGY

Research Design Overview

Across the nation, ESOL students make up about 9.3% of the student population (National Center for Education Statistics, 2016). Each state has been tasked with developing strategies to ensure that ESOL enrolled students make adequate learning gains. Often, schools replicate effective methods utilized by other schools with similar demographics. Other times, less effective measures used by schools are avoided if the information indicating negative results on achievement are shared. My research design incorporated the combination of both quantitative or statistical data from demographics and testing data and qualitative data collected from participant responses to questions that I posed. The combination of each data point was pertinent to answering the primary and secondary questions that served as the basis for the research on the TFES’ ESOL program.

My objectives within this research were to provide district and school level feedback on the level of success that our ESOL students have attained on both district language proficiency and state-wide reading and math assessments. As a result, my research design included where I have investigated the impact that ESOL teacher efforts were making with regard to ESOL student achievement (planning, collaborating, reflecting, and adjusting). I investigated the available resources at TFES and the impact that such resources had on ESOL student achievement.

For example, I investigated resources such as the technology used within the classroom, instructional practices and support, and also the level of family involvement with regard to ESOL student learning processes at TFES. Therefore, to ascertain my
findings, I utilized a mixed method research design which included both qualitative and quantitative information on the ESOL program at TFES. The use of the mixed method design has allowed me to view the ESOL program from many different perspectives. I was able to compare the viewpoint of administrations, paraprofessionals, instructional coaches, and teachers on the effectiveness of the ESOL program. Furthermore, by comparing participant responses to actual student achievement as indicated by testing data, I believe that I was able to formulate unbiased answers to both my primary and secondary questions. Through my evaluation, my overall contribution to the field of education is for SSD to recognize and share TFES’s successful practices with other schools and districts around the nation.

To be more specific, my evaluation process using the mixed methods evaluation was very in depth. I collected a combination of quantitative and qualitative data as the evaluation progressed. I surveyed and or interviewed school employees, including about 20 3rd-5th grade teachers, 2 administrators, 1 instructional coach, and 2 ESOL push-in paraprofessionals (which included the ESOL Compliance paraprofessional). I also planned to conduct interviews with the School Focus team (the principal and assistant principal, 1 guidance counselor, 1 literacy coach, and 1 math/science coach) and two representatives from the district’s Multicultural Department (an ESOL Instructional Coach & Multicultural Department Supervisor). However, conflicting daily schedules of my selected focus group became a challenge to meet. All participants in my investigation were male and female adults over the age of 18.

In an effort to attain evidence to answer my research inquiries, I gained access to several data points for ESOL enrolled students. The proposed number of enrolled ESOL
students at my school was approximately 250 for the 2016-2017 school term. All data was housed at the school level. From the attendance clerk and enrollment clerk, I requested the attendance and enrollment data for both the 2015-2016 and the 2016-2017 school years. In addition, from school administration and the literacy and math instructional coaches, I requested student assessment data such as the 2015-2016 and the 2016-2017 3rd-5th grades FSA data, and WIDA results. I also requested access to the 2016-2017 3rd-5th grade IReady data. Finally, I requested student ESOL status and placement information from the ESOL Compliance Specialist.

The research design that I chose for my evaluation produced fair opportunities for participants to respond honestly to posing questions about the ESOL program at TFES. Also, the collection of testing data served as a vehicle to support the responses provided by participants. Therefore, in my research, the responses to my inquiries (primary and secondary questions) were unbiased and were supported by measurable testing data. I believe that my research design provided transparency into TFES’ ESOL program.

**Participants**

During this evaluation process, my goal was to survey and interview both school administrators, up to 3 ESOL push-in personnel (which included the ESOL Compliance paraprofessional), and up to 24, 3rd-5th grade teachers. As before mentioned, participant responses were a pertinent aspect of my research design as this type of qualitative data once cross referenced with the quantitative assessment and demographic data provided unbiased transparency into the ESOL program at TFES. All participants in my evaluation were male and female adults over the age of 18 and voluntarily provided responses to my inquiries. To reduce the occurrence of bias within my evaluation and choose participants
fairly, I included all TFES teachers in grades 3-5 who directly worked with ESOL enrolled students. Again, although my hope was to have everyone on my list participate, only those that volunteered were included.

To assure that responses were relevant to my research on the ESOL program, I only included participants who worked directly with the ESOL enrolled students. Furthermore, no real names were used during my interview process and those participating in the interviews chose a secluded place where they could freely answer questions to the best of their abilities. These participants were reminded that they could excuse themselves from the interview process if they no longer felt a sense of comfort while partaking in the process.

**School Site Administrator**

Upon approval from both the IRRB and the school district, I scheduled a personal meeting with the principal at TFES. During the meeting, I provided the principal with the documentation such as approval the letters from the university, district for my evaluation, and 2 copies of the informed consent Form (Appendix A) to conduct research at the school site. I shared with the principal the purpose for my evaluation and answered any questions she had about my research to the best of my knowledge. Furthermore, in an effort to ensure that administration did not feel coerced into participating in my evaluation, I respectfully provided the principal an opportunity to review the documentation for a few days. I planned for a window of 3-5 days for the principal to provide an answer to my consent to proceed. The principal was free to contact me via email if she had any questions pertaining to my research arise. She did not have any questions for me and returned the documentation within a day of me providing it to her.
Without having the permission of the school site administrator, my evaluation at TFES could not occur.

Upon completing the form, I personally collected the signed consent form. At the time of collection, the principal kept the second consent form also signed by her for her own records. I reminded the principal that my project would address the process of the ESOL program and how it impacted those involved at the school site. I explained to the principal that the data I collected I used mainly to understand the process of the ESOL program at TFES. Also, I added that the data I collected could reveal changes that may need to occur to improve the ESOL program at TFES.

**Surveys**

I recruited the participants within my study through consent forms (Appendix B). I personally sought the participation of the school focus team, which included 1 principal, 1 assistant principal, 1 guidance counselor, 1 literacy coach, and 1 math coach. Additional potential participants in my evaluation were 1 ESOL Compliance Specialist/paraprofessional, 2 ESOL paraprofessionals, 1 ESOL instructional Coach, 1 district supervisor from the Multicultural Department, and about 24 teachers. I delivered each consent form by hand or sent them to the district mailboxes of the potential participants. Upon completion of the individual consent forms, the participants personally hand-delivered the items to me before school started, during lunch, during planning periods, or after school ended.

Upon receiving the consent forms, I hand-delivered the participants another envelope containing the unmarked paper survey with a deadline. I asked all participants of the survey to seal their unmarked envelopes containing the answered survey questions
upon completion, and they returned the surveys directly to me. I collaborated with the participants to personally retrieve the sealed envelopes containing the surveys by hand. I provided all participating teachers with one version of the survey, (Appendix C), while administrators and coaches received another version of the survey (Appendix D).

As a means of maintaining anonymity, I assured participants that all returned envelopes containing the surveys would remain unmarked, and that I would open them at a later stage of my evaluation. I complied with all promises of anonymity to my participants. I met with some teachers outside of school, at their requests, to collect their completed survey consent forms and surveys prior to the deadlines. Some teachers also emailed me and I responded to their concerns or questions about the survey consent forms.

I provided the school focus team with consent and survey forms (Appendix B). This team consisted of 1 Principal, 1 Assistant Principal, 1 Instructional Literacy Coach, 1 Instructional Math Coach, and 1 Guidance Counselor. My intention working with this team during my evaluations revolved around the fact that although they did not work directly in the classroom with the students, they made decisions on the type of services a, materials, and lesson delivery would occur at the school. This leadership team to me were the outside observers to education that could possibly share different perspectives on how the ESOL program was being implemented. In addition, the leadership team had access to most test scores that I needed to complete my evaluation. The administrative team was able to access test scores from previous years and could aggregate the data in ways that were most conducive to my research.
The second group of individuals that I sought to participate within my evaluation process was the school based ESOL team. This team consisted of 1 ESOL Compliance Specialist, and 2 ESOL paraprofessionals. This particular group was included within my evaluation because they worked one-on-one with the ESOL enrolled students, supporting them within the classroom. I believed that this particular group of individuals had the closest bond to the ESOL enrolled students and could share a better perspective on the experiences of an ESOL enrolled student at TFES. In addition, The TFES’ ESOL team had direct access to the language proficiency assessment, WIDA that was being used by the district. The members of the ESOL team were able to discuss with me the testing data and explain student achievement based upon those scores in a manner that made sense to me. Furthermore, the ESOL team was very knowledgeable on the entire pre-screening and program exit process for ESOL enrolled students. This team was able to explain the ESOL program in ways that were helpful to my understanding of the process (Appendix D).

The third group of individuals invited to participate within my evaluation was the School based Instructional Staff- up to 24 3rd-5th grade teachers, (Appendix C). I selected these teachers as they worked daily with each of the ESOL enrolled students at TFES. These teachers were responsible for providing ESOL strategies in all subject areas, meet with families, and most importantly, formulate positive relationships with the students within their classrooms. I believed that the input from these teachers could also share an unbiased perspective that was different from other participants within my study.

The final group I wished to include within my study was at the district level. I wanted to have the participation of 1 ESOL Instructional Coach, and 1 Multicultural
Department Supervisor (Appendix D). I felt that the input from this group could provide me with a broader understanding as to how the district viewed the ESOL program as well as ESOL practices. Unfortunately, SSD leadership did not allow these individuals to participate in my study.

**Individual Interviews**

As I collected the survey forms from the individual participants, I presented them with another unmarked, sealed envelope containing 2 adult interview consent forms (Appendix E). The envelopes contained a return deadline for the signed interview consent forms. I personally collected each of these forms by hand and coordinated with the participants at that time to set up interview sessions. Participating teachers and administration or instructional coaches volunteered for one 30-40-minute private interviews (Appendix F and G).

Most interviews went extremely well and left me with no need to address my participants with email exchanges in order clarify any questions I may have had regarding interview data. I conducted one 30-40-minute interview only, with those participants who had completed an informed consent form indicating that they understood the purpose of the interview and agree to be interviewed.

I chose to hold individual interviews, to ensure that participants felt safe and comfortable to share their responses on the ESOL program. In providing my interview participants the opportunity to choose the time and place to interview with me further sustained my promise of confidentiality in the evaluation process. Interview participants spoke freely, and I reminded them that they were able to end participation at any time they felt necessary.
Focus Group Interviews

In addition to private interview sessions, I wished to involve both school administrators, both school-based instructional coaches, and the school guidance counselor with adult focus group consent forms to participate in 3 additional 30-40-minute focus interview sessions. These 3 group sessions were to be held following the administration of each of the 3 scheduled district formative assessments (fall, winter, & spring). These group interviews focused on the formative student assessment data as it related to students enrolled in the ESOL program. I wanted to invite the principal, assistant principal, math and science instructional coaches and the guidance counselor to participate in my potential group focus meeting as this group was the school leadership team (Appendix I).

Although, the individuals within the leadership group did not work directly in the classrooms with the ESOL enrolled students, however, they worked giving feedback to the teachers implementing ESOL strategies. The leadership team was responsible for providing resources for the teachers to use with the ESOL enrolled students, and also scheduling ESOL support to occur. The leadership group could analyze the ESOL program from beyond the classroom walls and could have provided me with insight as to how they worked as a team to enhance the experiences of students enrolled in the ESOL program at TFES. Again, this focus group activity would have only occurred if all parties were available to meet at the assigned time. Participation in my evaluation project was voluntary and was not to interfere with the functions of a school day. In keeping with my promise of not interfering with the functions of a normal school day, the focus group meeting did not occur. Scheduling everyone to meet at the same time became a hardship.
Student Achievement Data

After receiving permission from the IRRB, the school district, and the school site administrator, I requested student assessment data such as the 2015-2016 and the 2016-2017 3rd-5th grades FSA data from TFES’ principal, assistant principal, and math coach. In order to gather the 2015-2016 WIDA results, I requested the information from both the administrative team and the ESOL compliance specialist. I obtained access to this information from the principal, assistant principal, instructional literacy coach, or from the instructional math coach. I also requested access to the 2016-2017 3rd-5th grade IReady data, but because the program was new to TFES and the district, leadership still learning how to utilize the data to accurately detect student achievement. As a part of my research, I wanted to view each data point to provide me with an in-depth perspective on the academic achievement of the ESOL enrolled students. I felt that collecting this quantitative information could assist me in answering both my primary and secondary questions after comparing the results to the qualitative results received from the adult participants in my study. I believed that the testing data would either support or challenge the responses of my adult participants.

Additional Student Data

After receiving permission from the IRRB, school district, from the school site administrator, wished to request from the attendance clerk and enrollment clerk for both the 2015-2016 and the 2016-2017 school years. However, as I further conducted my research, I realized that I was being a bit overzealous in the collection of data. I determined that attendance date would not be relevant in helping me to answer both my
primary and secondary research questions. I decided that I would no longer make this
data request.

Data Gathering Techniques

To gain insight into the evaluation of this program, I used the following processes and procedures: I attained IRRB, district, and school-based administration approvals prior to collecting any type of data from specific school personnel listed within my evaluation process. In adherence to the confidentiality of all participants, I always maintained the full integrity of my research materials. Furthermore, any information that I gathered I utilized in a professional and ethical manner by using pseudonyms, and not including participant names on research materials. Instead I used a series of symbols and color coding to further maintain confidentiality.

I reviewed TFES’ School Improvement Plan (SIP). The SIP is a yearly plan created by school stakeholders that outlines the overall goals for the school. The school SIP includes the plans of action for a number of goals ranging from student academic success to the community commitment. The goals identified by the school stakeholders align with district (citation admitted to preserve anonymity) and state school goals. This information is public information and I accessed it on one of three websites: The Florida Department of Education Website, the SSD Website, and the TFES Website.

In addition to TFES’ 2016-2017 SIP, I also review the SSD’s strategic plan. SSD’s strategic plan outlined its overall vision as well as the actions that it will take to ensure that all schools succeed in their efforts. This plan is also public information, and I managed to access it through either the SSD website or through the Florida Department of Education Website. I felt that by including the information on TFES’ SIP, I could gain
a broader insight on the school’s overall goals, and its strengths, and weaknesses based upon previous student achievement. I could also use the SIP to indicate data trends.

**Surveys**

After receiving permission from the IRRB, school district and from the school site administrator, I provided teachers, paraprofessionals, district staff and administrators who volunteer a printed survey (Appendices C and D) to be completed and returned using specific instructions as included. The survey took approximately 10-15 minutes to complete. I surveyed the several TFES employees after receiving the signed survey consent forms.

After receiving permission from the IRRB, school district, and the school site administrator, I also conducted a series of adult interviews (Appendices F and G). Participating teachers and administration volunteered for one 30 to 40-minute private interviews. Although I preplanned for the possibility of up to 5 email exchanges to clarify any questions I had regarding interview data, I did not require any further clarification. Interview participants were very clear and detailed in their responses.

I conducted one 30-40-minute interview only with those participants who had completed an informed consent form indicating that they understood the purpose of the interview. Furthermore, these participants signed the informed consent forms, indicating that they also agree to be interviewed. Interviews were held on TFES premises, within a private and secured classroom or office setting during non-instructional hours. Participants helped to determine an appropriate setting and timeframe for my confidential interview process to occur. Interviews were held before or after school, during lunch, or during teacher planning periods) in an on-site secure interview location. I assured
participants that I would meet the unique individual setting needs of each interview participant in an effort to ease possible participant anxiety about the interview process.

The first group to be included in my survey process was the school focus team. The school focus team consisted of 1 Principal, 1 Assistant Principal, 1 Instructional Literacy Coach, 1 Instructional Math Coach, and 1 Guidance Counselor. This group received hand delivered envelopes containing the informed consent form and 2 copies of the survey consent form (See Appendix D). If interested, these individuals contacted me, and I personally collected the anonymous forms in sealed envelopes. These survey forms were then stored in a secure and locked location, in which I solely had access to.

The surveys I collected from the school focus team were to be used by me to qualitatively and quantitatively compare both student testing results with participant responses of other participant groups within the TFES. I sought to determine whether the vision of the ESOL program was the same among all levels of employees.

During the collection process of the completed administrator/instructional coach surveys, I walked with a calendar to schedule the willing administrators/instructional coach participants for interviews. I reminded the potential participants that interviews were voluntary and confidential. I explained to the potential interview teacher participants that by participation in such, interviews with me were solely to assist me in gathering the necessary information for my evaluation. Furthermore, I ensured the possible participants that there would be no consequences or harm to them or their character as a result of answering my interview questions. I provided the possible participants with the opportunity to choose the time and place that would be most comfortable for them to answer the interview questions. Two potential participants
agreed to participate and stated that they would contact me for interview times and places at a later time. After several reminders, this did not occur. One participant agreed as I collected their survey form and chose the time and place for the interview immediately. The interview session lasted no longer than 30 minutes.

I also collected surveys from the school based ESOL team. This team consisted of 1 ESOL Compliance Specialist and 2 ESOL paraprofessionals. This group received hand delivered envelopes containing the informed consent form and 2 copies of the survey consent form. If interested, these individuals contacted me, and I personally collected the anonymous forms in sealed envelopes. These survey forms were then stored in a secure and locked location, in which I solely had access.

I collected survey data from school based instructional staff of around 24 3rd-5th grade teachers. This group received hand delivered envelopes containing the informed consent form and 2 copies of the Survey Consent form. If interested, these individuals contacted me, and I personally collected the anonymous forms in sealed envelopes. These survey forms were then stored in a secure and locked location, in which I solely had access to.

During the collection process of the completed teacher/ paraprofessional surveys. My desire was to interview at least 8 ESOL classroom teachers in grades 3-5. I walked with an informed consent form to receive from each potential interview participant and a calendar to schedule the 8 willing teacher participants for interviews. I reminded the teachers that interviews were voluntary and confidential. I explained to the potential interview teacher participants that by participation in such, interviews with me were solely to assist me in gathering the necessary information for my evaluation.
Furthermore, I ensured the possible participants that there would be no consequences or harm to them or their character as a result of answering my interview questions. I provided the possible participants with the opportunity to sign the informed consent forms for the interview and to choose the time and place that would be most comfortable for them to answer the interview questions. The first 8 teachers to agree to participate within my interview process were chosen for the interview sessions which lasted no longer than 30 minutes.

My desire was to collect both survey and interview data from a few SSD personnel. I wished to include data from 1, ESOL Instructional Coach and 1 Multicultural Department Supervisor. Unfortunately, SSD leadership did not grant me permission to do so.

**Focus Group Interview**

I would have liked to conduct at least 3 focus group discussions after receiving informed consent forms from the participants (Appendix H). During the focus group discussion, I wished to meet with 2 administrators, the literacy coach, the math coach, and the guidance counselor, also known as the school focus team. I planned to meet with this group after each of the 3 formative district assessment windows have been closed in order to determine the achievement level of the ESOL enrolled students. I wished to gather from these individuals the direction they foresee the students moving and discuss barriers as well as promotors of success (Appendix I). Unfortunately, because the formative assessment process was new, TFES was in a process of learning how to determine student success as indicated by the assessment data.
The 3 focus group sessions would have included the voluntary participation of members from my school’s focus team. Individuals invited to attend would have been the principal, the assistant principal, the guidance counselor, and the literacy and the math coach. Again, the individuals in the focus team represented the leadership team at the school who visited classrooms, provided teacher and lesson feedback, as well as provided appropriate materials and classroom support. These leadership team members could have provided a different perspective of the ESOL program, as they were observers to the classroom processes. Additionally, I intended to interview each of the focus team participants individually, after receiving their signed interview consent forms (Appendix H).

**Student Achievement Data**

In an effort to attain evidence to answer my research inquiries, I requested to have access to several data points for ESOL enrolled students. I believed that assessment data would have been a tangible way to compare and assess the academic growth of ESOL enrolled students, after receiving support services from TFES staff over the course of the school term. Currently, the proposed number of enrolled ESOL students at my school is approximately 250 for the 2016-2017 school term. The IReady assessment was a newly adopted districtwide formative technology assessment that SSD used by the district to track the academic progress of all students in the areas of math and reading. However, because the assessment was new to the district, the determination of what actual student achievement looked like was still unclear. I did not utilize this data because it would not have assisted in my evaluation.
Secondly, I requested to request the results of the World Class Instructional Design Assessment (WIDA) which is used to monitor the language proficiency of ESOL students within my district. Finally, was Florida Standards Assessment (FSA) is used by the state of Florida to provide summative information on student yearly academic growth in English Language Arts and in math. Furthermore, the information I gathered on this assessment provided me with an insight on students’ proficiency on grade-level material.

**IReady**

This information was housed at the school level and was available through TFES school administration or the instructional coaches. The initial assessment was provided at the beginning of the school year and has been used by the district to provide baseline student data in the subject areas of reading and math. The assessment was a formative assessment and was given on two future occasions in the winter and spring terms, 2016-January 2017 and February 2017-March 2016), but prior to the April State Assessment. I wished to view the ESOL student data and compare their achievement over time.

Unfortunately, the validity of the IReady assessment results were in question as the program was new to the district. SSD officials were still trying to determine what student achievement was based upon the IReady results. I therefore did not request this information as it would not have assisted in answering my primary and secondary I questions in my evaluation.

**The Florida Standards Assessment (FSA)**

This information is housed at the school level, and with permission granted from the above-mentioned parties, I requested the data through email communication from school administration or the instructional coaches. School administration and the
instructional coaches spent less than ten minutes providing me with access to this data as I received it in a printed copy hand delivered directly to me. The FSA was given in February (English Language Arts-Writing) and in April (English Language Arts- Reading and Math). I requested both the reading and math portions of the FSA assessment. I collected both the FSA 2015 student assessment data for up to 250 students, as well as the 2016 student assessment data for up to 250 students in grades 3-5. I focused solely on the ESOL student data from the non-ESOL enrolled student data and compare the progress of ESOL enrolled students that were present for both assessment years. Furthermore, I compared the achievement data of the ESOL enrolled students to the results of the World Class Instructional Design Assessment (WIDA) to determine who was eligible to exit out of the ESOL program based on language proficiency.

**World Class Instructional Design Assessment**

This information is housed at the school level, and with permission granted from the SSD, I requested the data through email communication from TFES’ school administration, both instructional coaches, and the ESOL compliance specialist. I was directed by administration to collect this type of data from the ESOL compliance specialist at TFES. The ESOL compliance specialist spent less than ten minutes providing the access to this data in a printed copy which I personally collected from the TFES ESOL office. The scores for the World Class Instructional Design Assessment (WIDA) are is used to monitor the development of academic language and linguistics for the district’s enrolled ESOL students (WIDA, 2015). This assessment was taken in the spring by the ESOL enrolled students. I collected both the 2015 and 2016 student data for this assessment and compare the results for up to 250 students.
I chose to use the WIDA data in my evaluation, as it indicated to me the pace at which ESOL enrolled students at TFES were progressing in terms of acquiring English proficiency skills. The analysis of the WIDA data compared to the reading FSA scores show the progress that ESOL enroll students at TFES are making over the years toward English proficiency. Furthermore, students who have received a level 3 or above on the state’s reading FSA and a level 5 on the WIDA are deemed as being proficient in English and are automatically exited from the program. In cross-referencing this data, I gathered quantitative data that allowed me to view the progress rate of ESOL enrolled students at TFES who have been provided the support services at the school.

**Additional Student Data**

Initially, I believed that acquiring student enrollment data, attendance information, for up to 250 students and logs of services provided is also housed at the school level would have been beneficial to answering the primary and secondary question in my investigation. Although I did receive the proper permissions from SSD, I determined it was unnecessary for me to request such information based upon my evaluation goals and so I did not.

**Data Analysis Techniques**

During my evaluation, I attained access to TFES student ESOL data (WIDA) and the state assessment data (Reading and Math FSA). Prior to requesting this data, I made sure that proper permission was granted for me to do so from the IRRB, SSD, and from TFES’ school site administrator (principal). I accessed the data I required through email correspondence with school administration (1 principal and 1 assistant principal), the ESOL Compliance Specialist and the literacy and math instructional coaches. Some of
the data points in which I requested represented the 2015-2016 school year, while others represented the current 2016-2017 school year. I utilized the data provided to investigate trends within ESOL student achievement. All information required for my analysis is available at both the school and district level.

My evaluation participants were placed into two distinct categories for evaluation. The first of my groups consisted of school leadership, such as the administrators and instructional coaches. There were 3 people who were voluntary participants from within this group. My second group consisted of 24 teachers who voluntarily participated in my study and who had ESOL students mainstreamed within their classrooms. Lastly, included within my study were 2 ESOL paraprofessionals.

I selected each of these participants because they were able to provide me with substantial qualitative and quantitative information to support my evaluation focus. I was able to combine the responses of my voluntary participants in search of trends that ultimately answer my primary and secondary questions. Furthermore, by combining the qualitative data such as the student assessment results, with the information gathered from my voluntary participants in both surveys and interviews, provided a broader view of both strengths and weaknesses within TFES’ current ESOL program. I used several techniques such as looking for themes, creating charts and graphs, and even coding of the information gathered during my analysis process.

**Surveys**

**Administrator/coach**

As a part of assuring that the primary and secondary questions in my evaluation were answered with little bias, I sought to survey various participants at TFES. The
survey that I created for my school-based administrators and reading and math coaches were like the teacher/paraprofessional survey, but the questions were geared toward observers of the ESOL process. The administrative team did not work directly with ESOL enrolled students but entered classrooms, observed teacher lessons, and practices, and made decisions on support services and other resources that were provided to the ESOL classrooms.

Once I collected the administrator/coach informed consent forms and permissions, I provided the participants with 2 additional envelopes. One envelope contained the administrator/coach survey, and another sealed with a deadline date. The second envelope was unmarked and unsealed. As a mean to provide additional confidentiality to the participants, I asked them to place their finished surveys into the envelope and seal it without marking it. I collected the sealed envelopes after the participants stated they were ready for me to collect. I assured the participants that I will not open the sealed envelopes until the deadline and kept my promise in doing so. In taking these extra precautions, I as the evaluator did not know which envelope belonged to whom.

After I collected the administrator/Instructional Coach envelopes by hand, I stored them in my locked cabinet until that deadline date. Upon opening the sealed envelopes, I entered the survey questions and participant responses into a computerized program. This program tuned each of the surveys into both qualitative and quantitative information. The program assisted me in creating charts and graphs that represented the responses in various ways that also exposed trends and themes. Having the survey information broken down into various formats assisted me in answering my primary and secondary questions. The clarity of the survey information presented to me through the
computer program assisted me in discovering the level of cohesiveness and collaboration between administrators and classroom teachers. Furthermore, I discovered relationships between what was actually occurring at the school level to what was perceived to be occurring to enhance ESOL enrolled student achievement TFES.

**Teacher/paraprofessional**

As a part of assuring that the primary and secondary questions in my evaluation were answered with little bias, I sought to also survey teachers within mainstreamed ESOL classrooms, and the ESOL paraprofessionals at TFES. The survey that I created for ESOL teachers and ESOL paraprofessionals at TFES addressed the overall classroom, and support initiatives for ESOL enrolled students. The ESOL teachers and ESOL paraprofessionals worked directly with ESOL enrolled students daily. These individuals were responsible for providing strategies, resources and appropriate lesson structures to meet the individual needs of the ESOL enrolled students. I knew that the input from this group would be beneficial in answering the primary and secondary questions of my evaluation.

Once I collected the Teacher/Paraprofessional Informed Consent Forms and permissions I proceeded with providing the voluntary participants the surveys by hand. Furthermore, to ensure that confidentiality was maintained, I requested that the participants not include their personal information such as names anywhere on the form or envelope. I asked each participant to seal their envelopes prior to handing them to me.

Upon opening the sealed envelopes, I entered the survey questions and participant responses into a computerized program. This program tuned each of the surveys into both qualitative and quantitative information. Also, the program provided me with
demographic information on the participating teachers regarding, teaching experience, and training in the ESOL strategies. I wanted to know who the participants were in relation to professional status. As the district requires all certified teachers to attain state ESOL Certification status, I desired to know how many teachers at TFES held the certification and if not, how much background knowledge they had earned towards the usage of ESOL strategies. I was aware that demographic status of some teachers would determine their perception of some questions I asked on my surveys. Therefore, I believed that it was important for me to investigate the level of experience that participating educators at TFES possessed.

The computer program assisted me in creating charts and graphs that represented the responses in various ways that also exposed trends and themes. Having the survey information broken down into various formats assisted me in answering my primary and secondary questions. The clarity of the survey information presented to me through the computer program assisted me in discovering the level of cohesiveness and collaboration between administrators and classroom teachers. Furthermore, I discovered relationships between what was actually occurring at the school level to what is perceived to be occurring to enhance ESOL enrolled student achievement TFES.

**Interviews**

During my interview process, I scheduled participants for 20-30-minute intervals. The participants met with me in a locked room, where I provided a copy of about 20 questions. I recorded the participant responses recorded on a recording device. Prior to beginning the session with each participant, I reminded them of their rights as volunteers.
and of my pledge to confidentiality. As each participant responded to my question series I also took written notes.

After each interview concluded, I later reviewed the information. I assigned pseudonyms to each of my interview participants. I also assigned a symbol and color to each of the participants. I listened to the recorded data and took the time to transcribe each response carefully. As I listened, I typed the response under the question asked. I printed each interview page and utilized color pencils to apply the symbol and color that I assigned to each participant, next to each of their responses from 1-20. I then cut every question and response out from each participant’s response page. I later grouped the responses together by question number.

I then used a poster board to analyze each response cluster by number. I searched the information for trends and outliers. I turned responses into quantitative data to view the responses from various perspectives. Upon gathering information on each of the 20 questions and the responses provided by the voluntary participants, I began to record themes in answers. As a result, I gathered the information and represented it quantitatively. I charted, graphed, and compared, the information from the voluntary participants all while ensuring their anonymity remained intact. Furthermore, I assured participants that no negative consequences would arise from participating in my evaluation. I was sure to secure each paper document and recording within a sealed cabinet only accessible to myself. Upon conclusion of my research, each of the collected documents will be destroyed (shredder or fire).
Ethical Considerations

Prior to applying for approval for my evaluation, I was required to participate in the Collaborative Institutional Training Initiative (CITI). This training prepared me to take ethical considerations and precautions as I conduct my research. Some of the requirements of which ensure that I guarantee honesty, neutrality, and confidentiality to all participating parties.

I presented the principal at TFES with an Informed Consent form to grant me permission to conduct research, interviews, and surveys at the school. After the principal signed and approved my research at TFES, I began my data collection process. Some data that I collected was quantitative and came in the form of ESOL student achievement as determined by the state’s FSA reading and math assessments and the WIDA language proficiency Assessment. Additional data that I collected was qualitative and came from staff responses to surveys and interviews at TFES. In including staff responses, I also viewed demographics of the staff members. I was aware that the level of training in ESOL strategies as well as experience within the classroom could have possibly influenced the way some participants responded to questions.

In an effort to maintain participant confidentiality, all interviews took place on the school premises within a private and secured classroom or office setting. Interviews were held during non-instructional hours (before or after school, during lunch, or during a planning period) in an on-site secure interview location. The various meeting locations served to be those that were most convenient in meeting participant privacy individual needs.
Participation by all stakeholders in my study were voluntary. All participating parties were able to opt out at any time without any negative consequences. The identity of all participating parties will continue to remain confidential, as I have assured that personal information such as names and school identities were not attached to the data provided. Instead of actual names, data was be assigned pseudonyms, symbols, or was color coded.

I used an audio tape to record interviews and personally transcribed and sorted all responses. I was the sole person to have access to all the surveys, interview tapes and transcripts, and field notes. I am keeping all participant data in a locked cabinet at my home, and on a password protected hard drive, to which only I have had access to. I will keep these documents in the secured cabinet for up to 5 years after the completion of this study, at which time I will shred all surveys, interview tapes and transcripts, and observation rubric field notes.

Participation in this study did not involve any physical or emotional risk beyond that of everyday life. Participants did not have any direct benefit from being in this research study. Participants have not incurred any negative consequences as a result of taking part in my evaluation. Instead, by taking part in this study participants have contributed to our better understanding of the ESOL program at my school and what changes to the current ESOL program that need to be made. All information collected in the surveys reflects the experiences and the opinions of the educator participants regarding the ESOL program at TFES.
Conclusion

After the accumulation of the various types of data, I have made the determination as to the impact that the ESOL Push-in program has had on 3rd-5th grade ESOL student achievement levels. I determined whether the achievement level was adequate as compared to the frequency of ESOL supported students being exited out of the ESOL program. I understood the complexity of attaining the proper permissions while conducting this type of research. I understood the ethical and professional responsibilities I held as a researcher conducting such activities.

Although the research process was lengthy and challenging, I understand that my efforts have been directed toward assuring that every child can learn at TFES. Lastly, my research connected district goals to the progress of the ESOL students enrolled at my school in which there was a sense of urgency regarding the increased learning of all to students, staff, families, and the surrounding community. The district may become a model to all other districts in the nation for best ELL achievement practices and assessment results. The results of my study will be available if I am contacted by the participants. However, during the evaluation, participants could contact me about their own information provided to me under the confidentiality agreement.
SECTION FOUR: RESULTS

Findings

In the following section, I introduce to my readers a system of organization for the findings that I made based upon the data I collected throughout the course of my evaluation. The following data is organized into a format which reveals to readers the basic patterns, or themes, necessary for a deeper understanding of the value of the information I have presented. To conclude, I provided the readers of my evaluation with a clear vision as to the attainment and meaning of my results.

Surveys

I have compared the data I collected between participant groups and on student assessment performance. I also identified data trends among the survey responses of my participants. Furthermore, in the following paragraphs, I discussed in greater detail my interpretation of the information gathered regarding my intended research.

Teacher/paraprofessional survey data.

In the following paragraphs, I provide a summary analysis for each of the questions answered by the participants in my survey process. I distributed 24 surveys teacher/paraprofessional surveys, and received 21 responses for a response rate of 88%. I successfully surveyed a total of 19 teachers and 2 paraprofessionals. I classified the above-mentioned participants into a total of 2 subgroups. The teacher and paraprofessional data I represented in combination as they both worked directly with students within the classroom setting.

Survey question #1 said: Collaboration takes place often among teachers and paraprofessionals regarding ESOL Push-in classroom support. According to participant
responses, 13, or 57%, either disagreed or strongly disagreed that collaboration takes place. With more than half of the participants in disagreement that collaboration is taking place, this means that student progress was not being discussed. Furthermore, paraprofessionals were entering classrooms to support students without truly knowing the areas of academic strengths and weaknesses of the individual students being supported. It is difficult to successfully provide academic support for students without knowing, understanding, and monitoring for specific academic needs.

Figure 1. Collaboration among teachers and paraprofessionals in the classroom

Survey question #2 said: My work schedule often provides flexibility to work with ESOL students individually within the classrooms. According to participant responses, 57% of participants disagreed or strongly disagreed that there was flexibility to work on a one-on-one basis with ESOL students in the classroom. Since more than half of the teacher responses indicate a lack of flexibility, this means that ESOL students mostly work on their own to complete tasks that are not communicated in their native
language. These students were not getting the academic benefits of most classroom lessons based upon language barriers.

*Figure 2. Work schedule flexibility and individual instruction for ESOL students*

Survey question #3 said: Teachers provide paraprofessionals with adequate grade level support material to assist the ESOL students during instructional Push-in time. According to participant responses, 6, or 33%, of participants disagreed or strongly disagreed that ESOL paraprofessionals were entering classrooms for support services lacking adequate support materials for the ESOL students. At the same time, 5, or 24%, of participants agreed or strongly agreed that ESOL paras were prepared with the correct support materials when they entered the ESOL classrooms to work with ESOL enrolled students. This meant that there was a discrepancy between the practices of the various ESOL paraprofessionals. Some ESOL paraprofessionals were entering some classrooms prepared with adequate resources while some are not. The level of assistance that students are receiving in every ESOL classroom at TFES was unbalanced.
Survey question #4 said: Alternative Common formatives are being used to track the academic progress of ESOL students according grade level. According to participant responses, 13, or 71%, disagreed that ESOL student progress was being tracked via alternative common formative assessments. This means that academic proficiency of ESOL enrolled students in reading and math as determined by the formative assessments used at TFES may not be accurate. Formative assessments at TFES are written in English and ESOL enrolled students are not allowed to have the questions translated. The support that ESOL students received during formative assessments were sitting in a small group setting, extended time, and having the questions read to them in English. Students cannot show proficiency in subject areas if they cannot understand what is being asked of them.
Survey question # 5 said: Grade level classroom materials support strategies that promote the academic growth of ESOL students at your school. According to participant responses, 8, or 43%, of the participants agreed while 7, or 38%, of participants disagreed that classroom materials supported strategies used to promote the academic growth of ESOL enrolled students at TFES. The responses to grade level classroom support for ESOL enrolled students were very close. This means that some classrooms do not have proper support materials, while others do or that not all teachers know how to use the provided classroom materials to support the academic growth of the ESOL enrolled students.
Survey question # 6 said: Progress monitoring for ESOL students are completed more frequently than that of non-ESOL students. According to participant responses, 13, or 71%, of participants disagreed that ESOL enrolled students were having academic progress monitored on a more frequent basis than other students at TFES. The response for disagreement far surpassed half of the survey participants. This meant that TFES ESOL enrolled student progress in subject areas such as reading and math was not being tracked closely by teachers, ESOL paraprofessionals, and administrators. There were no frequent checks to see whether the strategies being used to support academic progress of the ESOL enrolled students were not occurring at TFES. Thus, reflection and adjustment of the ESOL strategies being used were not occurring at TFES as well.
Survey question #7 said: Students at your school appear receptive of the individualized efforts of the ESOL Program. According to participant responses, 10, or 52%, which is more than half, of the participants believed that ESOL enrolled students at TFES enjoyed gaining the support provided in the ESOL enrolled students. This means that ESOL enrolled students at TFES were open to learning. This meant that ESOL teachers and paraprofessionals were formulating positive relationships with the ESOL enrolled students at TFES and that the students were motivated learners.
Survey question #8 said: ESOL students at my school are consistently receiving the state mandated amount of weekly interventions. According to participant responses, 13, or 67%, which is more than half, disagreed with this question. This means that ESOL enrolled students at TFES were not receiving the full benefits of the English language support services, which is supposed to be provided by the ESOL program. ESOL support services were, therefore, being maximized at TFES, and ESOL enrolled students were not receiving the preparation needed for them to show academic growth both within the classroom and on assessment data.
Survey question # 9 said: My lesson plans reflect ESOL strategies. According to participant responses, 15, or 81%, of TFES’s teachers were confident in the weekly planning process for the use of ESOL strategies within the classrooms. In fact, the responses showed that almost all teachers at TFES agreed that they planned lessons that supported ESOL students at various levels. This means that most of the teachers at TFES were aware of ESOL strategies and the importance of including them to teach various subject matter. The teachers of TFES planned lessons that assisted ESOL enrolled students in making academic gains.
Survey question #10 said: The use of ESOL strategies are evident at all times within my classroom. According to participant responses, 12, or 62%, of the ESOL teachers agreed that they were applying ESOL strategies within their classrooms at all times. This means that ESOL teachers supported ESOL enrolled students’ academic progress at all times. This means that ESOL teachers were able to monitor the progress of ESOL enrolled students daily and in all subject areas. This also means teacher lessons were differentiated, meeting the specific needs of all ESOL enrolled students within their classrooms. Also, when classroom visits occurred, visitors were able to clearly observe the ESOL strategies put in place by ESOL classroom teachers to support ESOL student academic success.
Figure 10. The use of ESOL strategies are evident at all times in classrooms

Survey question #11 said: I am confident in my knowledge of grade level technology resources that can enhance the learning experiences for ESOL students. According to participant responses, 12, or 63%, or more than half of the participants, agreed that they knew which technology resources were available to support ESOL enrolled students understanding of subject area content. This means that teachers at TFES had the ability to differentiate lessons for ESOL enrolled students with the use of technology.
Survey question #12 said: I receive consistent training on the use of ESOL strategies within the classroom. According to participant responses, 15, or 81%, which was almost every ESOL teacher or ESOL support paraprofessional, disagreed that ESOL training opportunities at TFES were readily available. This means that ESOL strategies being applied within the classrooms were not consistent. ESOL teachers and paraprofessionals at TFES relied on strategies they learned when they first received ESOL certification. ESOL teachers and paraprofessionals at TFES were not learning about new research-based strategies that would assist ESOL enrolled students to become academically successful.
Survey question #13: said: The provided software technology is sufficient for classroom ESOL support. According to participant responses, 13, or 68%, disagreed that the current ESOL support technology at TFES successfully supported the learning experiences of its ESOL enrolled students. This means that although teachers were knowledgeable in the technology resources at TFES, they did not feel that the resources truly supported learning for the ESOL enrolled students.
Survey question #14 said: I am quickly able to adjust my instruction to address the immediate needs of my struggling ESOL students. According to participant responses, more than half, 14 or 76%, agreed that they were successful at monitoring the progress of ESOL enrolled students on lessons. Furthermore, participants used that monitoring process to reflect and adjust lessons to meet the specific needs of ESOL enrolled students as needed.
Survey question #15 said: The home school relationship at my school is adequate to support the success of the ESOL students. According to participant responses, 11, or 57%, more than half, were in disagreement with the success of the home-school relationship for ESOL enrolled students at TFES. This means that TFES was not connecting to the families of ESOL enrolled students. This means that the families of ESOL enrolled students at TFES were not included in the overall vision for academic success of all students.
Survey question #16 said: I am confident that every ESOL student at my school is academically benefiting from the support services received through the Push-in ESOL Program. According to participant responses, more than half, 14, or 72%, disagreed that the ESOL program at TFES was meeting the support needs of ESOL enrolled students. This means that ESOL teachers and paraprofessionals at TFES believed that the support services at TFES were not enough to support the academic growth of ESOL enrolled students. This means that ESOL teachers and paraprofessionals at TFES were cognizant of strategies that were not working at TFES.
Survey question #17 said: Parents of ESOL students are satisfied with the implementation of the ESOL program at my school. According to participant responses, 12, or 62%, were neutral about parental satisfaction of the ESOL services TFES was providing to its ESOL enrolled students. A neutral response is neither agreement nor disagreement. Rather, a neutral response indicates a sense of uncertainty. This clearly means that there was a disconnect between parents and TFES staff regarding the vision and expectations of ESOL enrolled student academic progress. This indicates that stakeholders at TFES were not in a collaborative process regarding ESOL student academic growth.
Survey question #18 said: I am confident with my level of knowledge for incorporating ESOL strategies into my daily lessons. According to participant responses, 14, or 72%, more than half of the ESOL teachers, know how to include ESOL strategies in lesson delivery. This means that ESOL teachers at TFES were aware of how to meet the needs to foster ESOL enrolled student success across various subject areas.
Survey question #19 said: Parents of my ESOL students are frequently informed of their classroom progress. According to participant responses, 14, or 72%, which is more than half, agreed that parents were kept aware of ESOL student progress on a frequent basis. This means that ESOL teachers at TFES were communicating ESOL student progress more than required by the district. During the four quarters that the school term was divided, the district required teachers to send home one progress report midway through the quarter, and one progress report at the quarter’s end. Clearly, based upon ESOL teacher responses, they were reaching out to TFES ESOL parents more than twice within a quarter.

Figure 19. Parents of ESOL students are informed of classroom progress

Survey question #20 said: Paraprofessionals arrive to classrooms with adequate grade level support material to assist the ESOL students during instructional Push-in time. According to participant responses, 14, or 72%, more than half of the participants, disagreed that TFES ESOL support paraprofessionals were being provided with effective materials to use will supporting ESOL enrolled students within the classrooms.
Figure 20. Paraprofessionals arrive with adequate support material to assist ESOL students during Push-in time

20. Paraprofessionals arrive to classrooms with adequate grade level support material to assist the ESOL students during instructional Push In time.

21 responses

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Administrator and instructional coach survey data

Administrators and instructional coach data, I represented in combination as they conducted classroom walk-throughs throughout the school term. Since the ratio between the teachers, paraprofessionals, coaches, and administrators was significantly different at TFES (2 administrators, 1 instructional coach, 19 teachers, and 2 paraprofessionals), in an effort to ensure further confidentiality, I also represented the data into two separate groups. On the surveys (Appendix D), I framed some questions to administrators and instructional coaches slightly different than those included on the teacher/paraprofessional survey (Appendix C). I distributed 4 surveys and 3 were returned for a response rate of 75%.

Survey question #1 said: Collaboration takes place among teachers and paraprofessionals regarding ESOL in-classroom support at my school. According to participant responses, 2, or 67%, more than half of the participants, were in agreement that ESOL teachers and paraprofessionals collaborated to ensure the success of the ESOL
students through the provision of adequate support. This means that administrators and instructional coaches at TFES were aware of the benefits that collaboration would have on ESOL student academic growth.

*Figure 21. Collaboration among teachers and paraprofessionals in the classroom*

Survey question #2 said: My work schedule provides the flexibility to frequently observe the ESOL support of students within the classrooms. According to participant responses, 100% agreed that the current work schedule provided ample opportunities for classroom visits to occur throughout the day. This means that administrators and instructional coaches at TFES frequented ESOL classrooms to observe the support services TFES provided to ESOL enrolled students.
Survey question #3 said: Teachers provide paraprofessionals with adequate grade level support material to assist the ESOL students during instructional Push-in time. According to participant responses, 100% were neutral about whether ESOL paraprofessionals at TFES were entering classrooms with the proper materials to support the learning experiences of ESOL enrolled students. A neutral response is neither a yes nor neither a no. By providing a neutral response to this question, this means that administrators and coaches were uncertain of what practices were occurring in each of the ESOL supported classrooms. The only way that administrators and instructional coaches could provide definite answers to this question is through consistent observations within ESOL supported classrooms.
Survey question #4 said: I observe the use of alternative common formatives to track the academic progress of ESOL students according grade level. Participant responses to this question were staggered. According to the response data, 1 participant (33%) was neutral, 1 participant (33%) disagreed, while another participant (33%) responded that this question was not applicable. The inconsistency in the response to this question means to me that administrators and instructional coaches were aware that alternative formative assessments were not being used at TFES to track ESOL student growth.
Survey question # 5 I am confident that the grade level classroom materials support strategies being implemented at my school promote academic growth for ESOL students. According to participant responses, 2, or 67%, or more than half of the participants, felt that adequate ESOL support materials were available in ESOL classrooms at TFES. This means that administrators and instructional coaches have observed the use of the grade appropriate materials during classroom instructional time for ESOL enrolled students.
Survey question # 6 said: Progress monitoring for ESOL students at my school occurs on more frequent intervals than for non-ESOL students. Participant responses to this question were not consistent. One participant (33%) agreed, one participant was neutral (33%), and the other participant (33%) disagreed that ESOL enrolled students were monitored for growth at a more frequent rate than other students at TFES. The inconsistencies in this response mean that administrators and coaches at TFES did not have the same perspective on progress monitoring for ESOL enrolled students. This question is a yes or no question, as either the progress monitoring was happening or it was not. A neutral answer therefore indicated that TFES was not monitoring ESOL enrolled students as frequently as they may like.
Survey question #7 said: ESOL students at my school are consistently receiving the state mandated amount of weekly interventions. According to participant responses, 2, or 67%, or more than half of the participants, agreed that TFES was meeting state mandated support requirements for ESOL enrolled students. This means that administrators and instructional coaches weekly monitored the adherence of ESOL teachers and paraprofessionals as they worked to support the ESOL enrolled students at TFES.
Survey question #8 said: Students at my school appear receptive of the individualized efforts of the ESOL Program. According to participant responses, 100% agreed that ESOL students at TFES were motivated to enhance their English language skills. This means that administrators and instructional coaches observed the willingness for ESOL enrolled students to participate in classroom language support activities.

Figure 27. ESOL students consistently receive state mandated weekly interventions

![Figure 27](image1.png)

Figure 28. Students are receptive to individualized efforts of ESOL Program

![Figure 28](image2.png)
Survey question #9 said: I am confident that additional academic support is provided at my school for struggling ESOL students. Participants were at 100% agreement that ESOL students at TFES were receiving additional academic support to aid in achievement. This means that administrators and instructional coaches were certain that ESOL paraprofessionals were entering classrooms to provide academic support on grade level content.

Figure 29. Additional academic support is provided for ESOL students

Survey question #10 said: Teachers at my school quickly adjust instruction to address immediate needs of the ESOL students. According to participant responses, 100% agreed that ESOL teachers at TFES were flexible regarding meeting the instructional needs of ESOL enrolled students. This means that administrators and instructional coaches believed that teachers were monitoring the progress of ESOL enrolled students and would adjust instruction when necessary.
Survey question #11 said: I am confident in my knowledge of grade level technology resources that can enhance the learning experiences for ESOL students. According to participant responses, 100% agreed that technology was available to ESOL enrolled students. Furthermore, this means that administrators and instructional coaches believed that ESOL teachers at TFES knew how to utilize the technology as strategies for improving ESOL enrolled student performance.
Survey question #12 said: I receive consistent training on the use of ESOL strategies within the classroom. I receive consistent training on the use of ESOL strategies within the classroom. According to participant responses, 100% agreed that ESOL teachers were aware of strategies needed to enhance ESOL enrolled student achievement. This means that administrators and instructional coaches monitored teacher lesson plans and also observed ESOL strategies while making ESOL classroom visits.
Survey question #13 said: Parents of ESOL students are constantly informed of their child’s ongoing academic progress. According to participant responses, 100% agreed that parents were being included in the academic progress of ESOL students at TFES. This means that administrators and instructional coaches believed in and communicated to ESOL teachers at TFES the importance of parental involvement in the academic growth of ESOL students.
Survey question #14 said: I am confident that every ESOL student is benefiting academically from the ESOL support services provided at my school. Participant responses to the question were not consistent. One participant (33%) agreed, another participant (33%) felt neutral, and another participant (33%) disagreed that all ESOL students were benefiting from the ESOL program at TFES. This means that some students were benefiting and some were not from the ESOL support methods used at TFES. If all students were benefiting from the ESOL services, 100% of the students were making gains as determined by assessment data.
Survey question #15 said: Paraprofessionals arrive at ESOL classrooms with adequate grade level support materials to assist students during classroom instruction. According to participant responses, 2, or 67%, or more than half of the participants, agreed that ESOL support materials were available and were used by ESOL paraprofessionals at TFES. This means that administrators and instructional coaches have observed paraprofessionals using appropriate support materials within the ESOL classrooms.
Survey question #16 said: Frequent opportunities to promote the home-school relationship with the parents of ESOL students occur at my school. Participants agreed 100% that ESOL parents at TFES were provided with ample opportunities that bridge the relationships between the home and the school. This means that administrators and instructional coaches believed in the importance of parent involvement in ESOL student academic progress.
Survey question #17 said: Parents of ESOL students are satisfied with implementation of the ESOL program at my school. According to participant responses, 2, or 67%, or more than half of the participants, agree that parents are happy with the ESOL services offered at TFES. This means that administrators and instructional coaches communicated with parents on a frequent basis and provided opportunities to receive feedback on the quality of ESOL services provided at TFES.
Survey question #18 said: The provided software technology is sufficient for classroom ESOL support at my school. Participants agreed 100% that technology programs used at TFES were enough to meet the support needs of students enrolled in the ESOL program. This means that administrators and instructional coaches had monitors in place that assisted them in determining the adequacy of the technology programs used at TFES as they relate to ESOL student growth.
Interviews

The interview data that I collected from willing participants allowed me to view responses from various perspectives. Not only did my analysis of such data provide me with explanations for emergent themes, but it allowed me to get broader perspectives based on the diversity of the interviewees. Interview participants held various roles, had varying experience levels, and belonged to differing age groups. I used the diversity of my interviewee input to qualitatively and quantitatively answer my probing evaluative questions.

Teacher interview

Teacher interviews included 8 voluntary participants who varied in age, experience level, and background. Each interview session lasted between 15-20 minutes. Most participants were very prompt in answering each of my interview questions. Interview question #1 asked: How does your vision of an effective ESOL program support that of your school/ District? The responses I gathered from this question
reflected the theme that collaboration and discussion among staff at TFES assisted in creating an affective ESOL program. With 7, or 88%, of the respondents indicating a need for collaboration, this means that the ESOL vision at TFES has not been discussed. In addition, 1, or 13%, of the participants believed that adequate resources would support the ESOL program at TFES. The expectations of TFES’ ESOL program are not clear to staff.

Table 3

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<th>TFES needs</th>
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<td>Collaboration</td>
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<td>Resources (support materials, and manpower)</td>
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Interview question #2 asked: Do you feel that the district and school have clear expectations for the development of language skills in the ESOL program? The responses I gathered from this question reflected the theme that SSD has not set a clear vision for its ESOL program. Most participants, 6, or 75%, agreed that they had never heard about SSD’s ESOL vision. On the other hand, 2, or 25%, of the participants, have agreed that SSD’s ESOL vision was not a focus for a very long time. However, the district is currently making strides to improve. This means that the new district leadership recognized the lack of communication regarding the ESOL program. This also means that there are current discussions on building a vision.

Table 4

<table>
<thead>
<tr>
<th>District and school have clear expectation for development of language skills in ESOL Program</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
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Interview question #3 asked: Do you feel that the current ESOL program being used at your school actively engages the students with the classroom learning at your
school? If so, how? If not, please explain. Participants responded in disagreement to this question at a rate of 88%, which is almost all respondents. This means that the teachers at TFES believe that the ESOL program was lacking components that could help to boost the achievement levels of ESOL enrolled students. Some reasons that participants provided to explain the lack of teacher engagement were the lack of adequate ESOL resources (6 or 75%) and too little support within the classroom (3 or 38%). This means that teachers at TFES were not feeling equipped to provide the proper ESOL support needed to engage students in grade-appropriate learning. Furthermore, teachers were overwhelmed and needed additional support in the form of man power to help support the in-class learning of the ESOL enrolled students at TFES.

Table 5

<table>
<thead>
<tr>
<th>ESOL Program actively engages students</th>
<th>Participant Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFES Needs</td>
<td></td>
</tr>
<tr>
<td>Resources (games, teacher books, student books)</td>
<td>75%</td>
</tr>
<tr>
<td>Manpower (more in classroom support time and people)</td>
<td>38%</td>
</tr>
</tbody>
</table>

Interview question #4 asked: What does teacher collaboration look like at your school? The responses I gathered from this question reflected the theme of lack of collaboration as determined by 6, or 75%, more than half, of the participants. The participants indicated that there was very little participation or interest in doing so by many of TFES’ staff. Participants (2 or 25%) indicated that TFES was in its beginning stages of the teacher collaboration process. As a result, 2, or 25%, of the participants stated that collaboration at TFES was “forced” on the teachers by administration. This means that collaboration was not being seen by TFES and SSD staff as a part of the culture. This means that administrators and district have not communicated the positive impact that working as a united front could have on student achievement. Teachers at
TFES were therefore not sharing good practices, and student data is not a driving force for instruction.

Table 6.

What does teacher collaboration look like

<table>
<thead>
<tr>
<th>Lack of buy-in for collaboration</th>
<th>Buy-in for collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Interview question #5 asked: How often does the ESOL support staff and classroom teachers meet to discuss ESOL student data and academic progress? If not often, what are the barriers? The responses I gathered from this question reflected that 6, or 75%, of the participants stated that there was no collaboration between the ESOL classroom teachers and the ESOL support paraprofessionals. In fact, 2, or 25%, of the participants indicated that collaboration occurred, but only during special circumstances. This means the only time that ESOL student data was discussed among TFES’ staff members was during state mandated conferences or at the request of a parent. The most common barrier to ESOL staff collaboration, as determined by 7, or 88%, of the participants, was time. Teachers indicated that the hectic schedule of the ESOL paraprofessional made collaborative time between the groups impossible to incorporate during the work week. One participant (1 or 13%) stated they couldn’t explain the reason that collaboration was not occurring.

Table 7

Time for ESOL support staff and classroom teachers to discuss student data

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Barrier to Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of -75%</td>
<td>Time-88%</td>
</tr>
</tbody>
</table>

Interview question #6 asked: Do your lesson plans actively reflect ESOL strategies that are being used within your classroom? If yes, what seems to be working? Not working? If no, what are the barriers? The responses I gathered from this question
reflected that 7, or 88%, or almost all the participants, planned lessons using ESOL strategies. Only one participant (1 or 13%) stated that they did not plan using ESOL strategies. This participant stated that they did not feel the need to do so since they already differentiated activities for all students within the classroom. In my analysis, this means that ESOL strategies were being incorporated throughout most lessons planned and taught by the teachers at TFES.

Interview question #7 asked: Do you adjust your ESOL instruction consistently? If so, how often? How? Why? If not, why not? The responses I gathered from this question reflected that 6, or 75%, agreed, while two participants (2 or 25%) disagreed. Some common themes that teachers (6 or 75%) stated were that adjustments were made only after quarterly SSD progress monitoring occurred. Vocabulary strategies were rated by 6 (75%) of the participants as the most common adjustment they made after acquiring ESOL student data from SSD’s progress monitoring assessments. Another 2, or 25%, of the participants stated that they would use SSD ESOL data to possibly adjust for ESOL students such as chunking the information into smaller lessons at a time. For 2, or 25%, of the participants, they stated that the lack of time in the school day prevented them from adjusting their lessons when needed. This means that most teachers were adjusting lessons for student learning at TFES, but the timing was not as frequent as it should have been. If teachers at TFES were waiting for quarterly assessments to make instructional changes, then those changes were not as beneficial to the students with the passing of so much time. Teachers at TFES were lacking the time to review ESOL student achievement at earlier times in the term, reflect, and adjust lessons in a timely manner.

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Interview question #8 asked: When working alongside students, do you have the genuine sense that they are willing participants? How do you know? What actions do you take with students who appear to be reluctant? The responses I gathered from this question reflected that 7, or 88%, of the participants believed that ESOL students were not always engaged in lessons, while 1, or 13%, of the participants stated that they were not sure. Participants (7 or 88%) deemed the attitude and body language of ESOL students while working in small groups as indicators of their disinterest in classroom lessons. When students appeared disinterested, 6, or 75%, of participants agreed that they would change activities to hands-on games, computer time, or kinesthetic activities. Also, to motivate student learning, 3, or 38%, of participants stated that they found that speaking to ESOL enrolled students in their native language was a strategy that sometimes worked well. This means that teachers at TFES were aware of how the students within their classrooms were responding to lessons. Teachers at TFES were using various strategies to motivate ESOL enrolled students to learn.

Interview question #9 asked: If there was one component of the program that you could adjust, what would that be? Why? How would you do it? The responses I gathered from this question reflected that teachers believed collaboration (6 or 75%), and time (5 or 63%) were major challenges to the ESOL program at TFES. Teachers shared that they were not able to communicate with ESOL support aids on a weekly basis as to what the lessons were and the expectations for ESOL students. The teachers added that there was not enough time in the schedule to meet with the ESOL support group. In addition, 3, or 38%, of the participants stated that extended ESOL support time in the classrooms would be beneficial to students enrolled in the ESOL program at TFES. On the other hand, 2, or
25%, of the participants stated that ESOL students would benefit from not being mainstreamed into regular education classrooms. These participants felt that ESOL enrolled students would benefit from being in self-contained ESOL classrooms.

The responses provided from ESOL teachers at TFES indicated that they believed the ESOL program is not very effective for the ESOL enrolled students. The ESOL teachers at TFES did not communicate with ESOL support staff on the progress and needs of the ESOL enrolled students. This means that ESOL support staff enter classrooms on a weekly basis uniformed of how the ESOL students are progressing. Furthermore, teachers agreed that there was no time for the collaboration to occur between ESOL classroom teachers and ESOL support paraprofessionals built into the weekly school schedule.

According to participant responses, they would change the scheduling to allow for collaboration time between paraprofessionals and ESOL classroom teachers. In addition, participants suggested changing the ESOL program by placing ESOL enrolled students into self-contained classrooms per grade-level. Through hosting self-contained classrooms, these participants advised that ESOL paraprofessionals would then have a longer time within that one classroom to provide the ESOL enrolled students with language support. Each of the participant responses were to create more efficient ways to provide collaboration among classroom teachers and ESOL paraprofessionals as they worked toward promoting academic growth in ESOL enrolled students at TFES.
Interview question #10 asked: Does the school or district actively encourage your input on the types of services that you provide to ESOL students? If so, how? If not, what do you believe to be the barriers? The responses I gathered from this question reflected that 7, or 88%, of teachers, which is almost all, agreed that teachers do not have a voice in the needs of the current ESOL program at TFES. In fact, 3, or 38%, of the teachers believed that SSD does not encourage teacher input on ESOL services based upon fear to change its culture. At the same time, 2, or 25%, of teacher participants indicated that there was no time in the schedule where teachers were provided an opportunity to effectively communicate and collaborate about the status of the current ESOL services being provided at TFES.

The information gathered from the participants in this question indicated that the district has not yet built a culture of collaboration. A culture of collaboration encourages input from all involved parties; Furthermore, time for collaboration was a norm. This means that SSD was not having the relevant discussions on ESOL student data and on ways to increase the achievement of ESOL enrolled students within its schools. This means that TFES and SSD have not effectively made cultural changes to address the academic needs of the current students it serves, and this was a barrier to success.

Interview question #11 asked: What materials would you consider to be the most effective in boosting the achievement of the students that you service? The responses I gathered from this question reflected that participants agreed that the use of computer programs (3 or 38%), home language classroom materials (3 or 38%), hands-on activities (2 or 25%), and visual aids (2 or 25%) were some of the most effective methods to support ESOL student achievement at TFES. This means that ESOL teachers and ESOL
support paraprofessionals at TFES used a variety of strategies to support the learning of ESOL enrolled students within the classrooms at TFES.

Interview question #12 asked: What role does technology software play in the daily learning process of ESOL students at your school? The responses I gathered from this question reflected 100% of the participants agreed that computer programs were very helpful in the support of ESOL enrolled student learning at TFES. The ESOL teachers (6 or 75%) agreed that computers were used to boost the reading and math proficiency of ESOL enrolled students at TFES, while 5, or 63%, of the interviewees agreed that the computer programs made it easier to track ESOL enrolled student progress. This means that teachers at TFES had the capability to track the progress of ESOL enrolled students in the areas of math and reading on a daily and weekly basis. This means that ESOL student data at TFES was present, but no one used it for collaboration purposes.

Interview question #13 asked: Are you knowledgeable of all available technology used to enhance ESOL student performance at your school? The responses I gathered from this question reflected that 4, or 50%, of the ESOL teachers at TFES were using all the available computer programs that could be used to boost ESOL student language proficiency at TFES, and 4, or 50%, of participants were unaware of the existence of such programs. This means that available technology resources at TFES that could boost ESOL student achievement was not being communicated to all the teachers. This means that ESOL teachers at TFES were not being trained in all the available resources at the school. There are inconsistent levels of ESOL support occurring at TFES within its ESOL classrooms. Professional development for the ESOL teachers and paraprofessionals at TFES was non-existent.
Interview question #14 asked: What types of professional development opportunities would benefit your instructional time with the ESOL students? Are those opportunities available to you? The responses I gathered from this question reflected that 6, or 75%, of participants, more than half, were interested in workshops provided on the TFES campus. The teacher participants (6 or 75%) indicated that they needed hands-on strategies to implement within their classrooms. Furthermore, 6, or 75%, of the participants agreed that TFES offered no such training opportunities, while 2, or 25%, stated that ESOL training opportunities were offered after school by the district. This means that TFES has not provided needed training for teachers of ESOL students. This means that teachers at TFES relied on strategies learned prior to entering the classroom. In addition, for teachers at TFES to gain insight on new ESOL strategies, they would have to attend after hours courses, which offer no pay.

As indicated by participant responses, there is a need for more professional development opportunities. These professional development opportunities were not currently available. However, if teachers could have these opportunities, they would prefer hands-on and authentic strategies to be used within the ESOL classrooms.

Interview question #15 asked: Do you believe that current assessment measures provide accurate achievement information for ESOL students? The responses I gathered from this question reflected that 4, or 50%, of the participants did not believe the data that SSD quarterly assessments provided on the progress of ESOL was accurate due to the language barrier. These teacher participants believed that ESOL enrolled students were randomly answering questions they didn’t understand. However, the other 4, or 50%, of the ESOL teachers at TFES were valid, especially in terms of reading. This means that
teachers at TFES were split in determining the validity of assessment data gathered on ESOL enrolled students at TFES. In addition, ESOL staff at TFES were not discussing these differences in opinion on ESOL student data. Therefore, strategies being used at TFES to support the achievement of ESOL enrolled students were not consistent within the classrooms.

Interview question #16 asked: Are there alternate common formative assessments that assist the staff at your school in monitoring the academic performance of ESOL students at your school? The responses I gathered from this question reflected that 100% of the interviewees indicated that ESOL enrolled students at TFES were not being provided with alternate forms of assessments. This means that all achievement data on standards proficiency received by ESOL enrolled students at TFES were gathered quarterly from English-only assessments. TFES monitored standards proficiency in English only on students who could not speak or read English.

Interview question #17 asked: What subject areas appear to have the greatest challenges for students enrolled within the ESOL program at your school? What do you perceive as the reasoning for this occurrence? The responses I gathered from this question reflected that 100% of the participants believed that ESOL enrolled students at TFES struggled the most in reading, as determined by the quarterly assessment data collected at TFES. Participants indicated that they perceived the language barrier as the main reason for challenges incurred by ESOL enrolled students on the quarterly progress monitoring assessments. This means that TFES was measuring standards proficiency for ESOL enrolled students using assessments that were not in the students’ home language. Furthermore, teachers were creating lessons based on the information provided by the
English only assessments and may not be addressing the true needs of the individual ESOL enrolled students.

Interview question #18 asked: How does the collaboration amongst the classroom teacher (s) and paraprofessional work to meet the needs of the ESOL students being serviced at your school? The responses I gathered from this question reflected that 100% of the participants stated that there was no collaboration at TFES regarding ESOL enrolled student academic performance. In fact, 3, or 38%, of the participants cited time constraints as a barrier to collaboration. Another 3, or 38%, of participants cited the lack of teacher interest in collaboration as a barrier to needed communication. This means that TFES was lacking a culture where teachers view student data, communicate, reflect, and plan together to improve student academic achievement.

Interview question #19 asked: What do you do with the ESOL students who appear to have struggles with grade appropriate material? The responses I gathered from this question reflected that 5, or 63%, of the participants believed in implementing ESOL strategies such as the use of visual aids, hands on materials, and peer mentors to aid in the academic participation and achievement of ESOL enrolled students within the classroom. Another 3, or 38%, of the participants relied on student and parent conferences to communicate the expectation for student success. This means that a combination of teacher strategies and parent involvement assisted teachers at TFES to provide academic support for struggling ESOL enrolled students.

Interview question #20 asked: Considering that students are new to the school system, what efforts work best in engaging their families in the learning experiences at your school? The responses I gathered from this question reflected that 7, or 88%, almost
all, of the participants agreed that communication with parents on a frequent basis was helpful in including families in the learning process of ESOL enrolled students at TFES. One participant (13%), cited that they included families in the learning of ESOL enrolled students by providing a series of at home projects. This teacher indicated that the bonding process of the parent and student in the completion of the at-home project assisted families in understanding and supporting the learning that was occurring in the classroom. The data collected on this question means that TFES only had one way of involving families in the learning process, which was through conferences. TFES did not offer much parent involvement opportunities for families of ESOL enrolled students.

Interview question #21 asked: “Does family engagement seem to be a positive or negative aspect of the student growth process at your school? How do you know? The replies I received for this question reflected that 5, or 63%, of the participants, more than half, believed that family engagement at TFES to be an important aspect of ESOL enrolled student learning at TFES. These participants believed that when the parents were more involved in the student learning, the students performed better academically. At the same time, 38% of the interviewees believed that the effects of family engagement on ESOL enrolled student achievement at TFES was dependent on the attitude of the parent toward learning. This group of participants believed that parents could be included in the learning process of the student and chose not to be supportive. The responses gathered from this question means that parent involvement had great impact on ESOL enrolled student learning for most students at TFES, while for some students, parent involvement did not make a difference.
Interview question #22 asked: What barriers do you feel may hamper the further growth of ESOL students of which you serve? The replies I gathered from this question reflected that several challenges affected the growth potential of ESOL enrolled students at TFES. Two participants, or 25%, cited that student attitudes toward learning could hamper efforts to increase achievement levels at TFES. Another 2, or 25%, of participants cited the lack of collaboration as a barrier to ESOL enrolled student success at TFES, and another 2, or 25%, cited the lack of resources. One other participant (13%) stated that budget cuts affected the ESOL program at TFES, while another participant, (3%), cited negative parent perception by TFES staff as potential barriers to ESOL enrolled student success. This means that there is no clear communication as to the actual challenges the TFES’ ESOL program encountered throughout the school term. This means that TFERS cannot create a plan of action without knowing the source of potential barriers to success.

Coach interview.

I invited 2 school-based administrators, 1 math instructional coach and 1 reading instructional coach, to participate in my interview process. Although 3 members agreed to participate in my interviews, after several attempts, only 1 member of this group set aside time to hold an interview session with me. The length of this interview was about 20 minutes.

Interview question #1 asked: How does your vision of an effective ESOL program support that of your school/ District? My participant responded to this question by indicating that SSD aimed to improve the learning of all students. This means that SSD
had not specifically addressed the ESOL program or its students as an independent entity. Rather, this means that SSD included all students in its vision of success.

Interview question #2 asked: Do you feel that the district and school have clear expectations for the development of language skills in the ESOL program? My participant responded to this question by indicating that there were no specified communications by SSD regarding ESOL student achievement. Again, the participant stated that SSD’s vision is inclusive of the academic achievement of all students. This means that SSD did not communicate to its schools clear guidelines for the ESOL Program. This means that school administrators at SSD schools have the autonomy to facilitate ESOL programs in the manner they see fit.

Interview question #3 asked: Do you feel that the current ESOL program being used at your school actively engages the students with the classroom learning? If so, how? If not, please explain. My participant responded to this question by indicating that they felt strategies used at TFES addressed the needs of all ESOL enrolled students. My participant stated that teacher strategies and ESOL support materials used at TFES were enough to support the success of ESOL enrolled students. This participant felt that ESOL enrolled students at TFES were being actively engaged and that the classroom lessons were having a positive effect on student achievement.

My participant added that student engagement was observed whenever they entered classrooms during daily walk-throughs. The participant described instances where ESOL enrolled students were observed actively engaged on a computer program or sitting in a small group setting with a teacher. Furthermore, the participant shared that they did not remember ever observing an instance in which ESOL students were not
engaged in some type of activity within the classroom setting. Based upon this participant’s response, administrators and instructional coaches at TFES were confident that the support provided by its ESOL program is enough to support ESOL enrolled student academic growth.

Interview question #4 asked: What does teacher collaboration look like at your school? My participant responded to this question by indicating that collaboration at TFES is occurring and is in its early stages. This participant added that teachers were willing participants in the collaboration process and were learning to effectively use student data to guide learning. The participant described the collaboration process as occurring twice a month, the second and last Wednesday, at 2:30 pm. The collaborative meeting consisted of people from the same grade levels or specific teams, such as block teachers, and the leadership team. The participant added that each team developed, discussed, and reflected upon their own items related to student learning and growth. This means that collaboration at TFES was a cultural expectation and a norm.

Interview question #5 asked: How often does the ESOL support staff and classroom teachers meet to discuss ESOL student data and academic progress? If not often, what are the barriers? My participant responded to this question by indicating that ESOL teachers and ESOL paraprofessionals communicated occasionally to discuss ESOL student data. However, the participant added that it was difficult for ESOL teachers and ESOL paraprofessionals to collaborate more frequently due to scheduling conflicts. The participant added that teachers would also visit the ESOL office to discuss student progress with the ESOL paraprofessionals at various times throughout the school day. However, the participant said that these short office visits occurred during a
teacher’s lunch or planning period. This means that collaboration between ESOL teachers and ESOL paraprofessionals at TFES was not occurring as often as it should. Again, scheduling the ESOL paraprofessionals and teachers for collaborative meeting times did not fit into the daily academic schedule of TFES. Time was a major barrier to collaboration at TFES.

Interview question #6 asked: Do teacher lesson plans actively reflect ESOL strategies that are being used within your classroom? If yes, what seems to be working? Not working? If no, what are the barriers? My participant responded to this question by indicating that teachers at TFES were good at planning and including ESOL strategies within their weekly lesson plans. This means that TFES administrators and instructional coaches monitor teacher lesson plans for ESOL strategies and the use of ESOL strategies within the classrooms on a consistent basis. Interview question #7 asked: Do teachers at your school make frequent adjustments to ESOL instruction to meet the needs of the ESOL students? If so, how often? How do you know? If not, why not? My participant responded to this question by indicating that teachers at TFES were reflective in their practices. My interviewee added that teachers at TFES worked in collaborative groups on a weekly basis that helped them to identify areas needed for adjustment for all students including ESOL enrolled students. This means that the expectation for TFES teachers were to meet weekly to discuss student data and to adjust lessons as needed.

Interview question #8 asked: During your classroom walkthroughs, what evidence do you observe that indicates that ESOL strategies are being authentically integrated? My participant responded to this question by indicating that during classroom visits at TFES, they have observed teachers implementing ESOL strategies such as small group
settings, computer station time, visual aids, and peer support. This means that during visits, TFES administration and instructional coaches were satisfied with the level of strategies being implemented within the ESOL classrooms by ESOL teachers.

Interview question #9 asked: When teachers appear to be struggling with the implementation of ESOL strategies, what action steps do you take with regard to providing the appropriate professional development opportunities? My participant responded to this question by indicating that all teachers at TFES were expected to undergo training in the ESOL strategies. Furthermore, the participant indicated that ESOL teachers were expected to become ESOL certified within 3 years of employment within the district. The participant added that teachers are encouraged to communicate with the ESOL department with any questions regarding ESOL strategies or attend district provided ESOL workshops for added classroom support strategies. This means that TFES did not directly offer training on ESOL strategies for its teachers. ESOL strategies were offered at the district level and were taken at will by TFES staff. TFES’ administrators and instructional coaches expected ESOL teachers to be knowledgeable of ESOL classroom strategies. Therefore, the actions taken by TFES administration to provide meaningful professional development on ESOL strategies was to refer the teachers to the district website for upcoming ESOL workshops.

Interview question #10 asked: When observing teachers working alongside students, do you have the genuine sense that the students are willing participants? How do you know? What actions do you observe teachers taking when students appear reluctant? My participant responded to this question by indicating that during classroom visits, ESOL students appeared to be motivated and willing to participate in activities that
they were completing within the classroom. The participant added that they seldom observed students not focused, but when they have, the teachers were good at redirecting the students or switching activities. This means that administrators and instructional coaches believed that ESOL students responded positively to the support methods provided by ESOL staff in the classrooms at TFES.

Interview question #11 asked: Based on your observations, if there was one component of the program that you could adjust, what would that be? My participant responded to this question by indicating that having additional ESOL support paraprofessionals at TFES would allow ESOL enrolled students at TFES to have longer times for ESOL classroom support. The participant explained that scheduling ESOL services for a large number of students with limited staff was difficult. However, they added that having the ESOL support at TFES was highly important to raising ESOL student achievement. This means that ESOL classroom support at TFES was tightly scheduled and offered limited flexibility for the ESOL support staff.

Interview question #12 asked: Does the school or district actively encourage your input on the types of services that you provide to ESOL students at your school? My participant responded to this question by indicating that SSD was currently moving toward a collaborative environment. The participant added that the collaborative environment that SSD promoted encouraged discussions and suggestions for improving student achievement. The participant added that staff had an opportunity to voice their opinions during monthly staff meetings. This means that discussions and staff input on student services and student achievement to include ESOL students was welcomed with the SSD and, therefore, at TFES.
Interview question #13 asked: What materials would consider to be the most effective in boosting the achievement of ESOL students at your school? What role does technology play? My participant responded to this question by indicating that the computer technology programs were most effective in raising the achievement levels of ESOL enrolled students at TFES. The participant added that the computer programs offered to ESOL enrolled students at TFES build vocabulary skills and background across all subject areas. This means that administrators and instructional coaches at TFES were confident in the high level of language support that the computer programs provided for ESOL enrolled students.

Interview question #14 asked: Do you believe that current assessment measures provide accurate achievement information for ESOL students at your school? My participant responded to this question by indicating that the IReady assessment that was used at TFES to assess students for math and reading proficiency provided relevant achievement data for ESOL enrolled students at TFES. This means that administrators and instructional coaches relied on IReady assessment data to guide instruction for ESOL enrolled students at TFES.

Interview question #15 asked: Are there alternate common formative assessments that assist the staff at your school in monitoring the academic performance of ESOL students at your school? My participant responded to this question by indicating that teachers at TFES had the autonomy to create common assessments as they related to the students within their classrooms. The participant stated that TFES relied mostly on the data received from quarterly district assessments to determine a student’s progress.
throughout the school year. This means that there was no formal common assessment at TFES that provides alternate assessment data for ESOL enrolled students.

Interview question #16 asked: What subject areas appear to have the greatest challenges for students enrolled within the ESOL program at your school? What do you perceive as the reasoning for this occurrence? My participant responded to this question by indicating that ESOL enrolled students at TFES struggled most in the areas of reading and writing. The participant added that language proficiency levels of many ESOL enrolled students limited their ability to excel in the areas of reading and writing. All the tools used at TFES to measure an ESOL student’s proficiency in reading and writing were distributed in English language only. The participant added that although ESOL enrolled students were provided with language support, often the support was still not enough to help them acquire the required level of proficiency as determined by the assessments. This means that ESOL enrolled students at TFES struggled with reading assessments that were written in English.

Interview question #17 asked: How does the collaboration amongst the classroom teacher (s) and paraprofessional at your school work to meet the needs of the ESOL students being serviced? My participant responded to this question by indicating that paraprofessionals and classroom teachers occasionally met to discuss ESOL student progress. The participant indicated that teachers and ESOL paraprofessionals were part of a team and, in order to successfully provide learning support to successfully meet the academic needs of ESOL enrolled students at TFES, collaboration was a necessity. However, the participant added that ESOL teachers and ESOL paraprofessionals were obligated to collaborate to effectively support the needs of the ESOL enrolled students
within the ESOL supported classrooms. This means that TFES administrators and instructional coaches expected collaboration to occur between classroom teachers and ESOL support paraprofessionals. Although, the time was not provided for meeting times between teachers and ESOL paraprofessionals.

Interview question #18 asked: How do you ensure that instructional staff at your school remain knowledgeable in up-to-date, research based ESOL instructional strategies? My participant responded to this question by indicating that staff at TFES were encouraged to attend SDD workshops to build skills in ESOL instruction. The participant added that attending professional development was an obligation and that all educators should remain knowledgeable and up-to-date with effective strategies in any classroom. This means that TFES did not directly provide training opportunities for ESOL teachers and Paraprofessionals at the school site, but leadership had the expectation that teachers seek the learning opportunities that were provided at the district level.

Interview question #19 asked: What additional services are provided to struggling ESOL students, as indicated by formative assessment data? My participant responded to this question by indicating that ESOL students at TFES who were struggling in reading were provided with additional reading support during intervention times. According to the participant, ESOL enrolled students were placed into reading intervention, as an additional form of in-school language support, based on low reading assessment scores. The participant added that struggling ESOL students, based on the formative assessment data, were invited to after school tutoring sessions. This means that struggling ESOL students at TFES were afforded the same accommodations as other struggling students at TFES.
Interview question #20 asked: What actions do you take at your school to ensure that the families of ESOL students become active participants in their children’s learning process? My participant responded to this question by indicating that, in addition to teacher conferences, TFES hosted a variety of after school activities such as math and science family nights to involve the parents of all TFES students in the learning process. The participant added that families were invited to such events through several communication avenues, including robo-calls, flyers, word of mouth, and signs posted at the school. This means that TFES extended invitations to all parents to academic activities, which included the parents of ESOL enrolled students. TFES attempted various avenues to include parents in the students’ learning process.

Interview question #21 asked: Considering that students are new to the school system, what efforts work best in engaging their families in the learning experiences? Does family engagement seem to be a positive or negative aspect of the student growth process? My participant responded to this question by indicating that the family night activities offered at TFES were the events that mostly gained family attendance. The participant stated that parent engagement was important to TFES since the more involved families were in the learning process, the more likely the child is to succeed. This means that TFES administrators and instructional coaches deemed family involvement as a major component in raising ESOL student achievement. Family engagement at TFES was seen as a positive aspect of the student growth process.

Interview question #22 asked: What barriers do you feel may hamper the further growth of ESOL students of receiving services at your school? My participant responded to this question by indicating that having a limited amount of support staff could be
detrimental to the overall success of the ESOL program at TFES. The participant stated that scheduling a limited amount of staff members to support ESOL students within the classroom was a great challenge. The participant added that ESOL paraprofessional schedules were made to provide enough time for paraprofessionals to assist numerous students within a mainstreamed ESOL classroom. When student numbers and needs fluctuate, it influenced the set schedules for the ESOL paraprofessionals. Having additional staff to share the support duties would help to distribute the workload and possibly provide students with longer support sessions. This means that TFES believed that the support staff to ESOL student ratio was not good. TFES preferred to have additional ESOL support paraprofessionals to assist ESOL enrolled students within the classroom setting for longer amounts of time.

**Student Assessment Data**

The student assessment data I collected was in the form of actual ESOL student performance on the Reading FSA, Math FSA, and on the WIDA assessment for the 2016-2017 school year. Although I collected assessment data for previous years, I determined that focusing on one year would tremendously assist me in answering the questions intended in my overall evaluation process. I found that by focusing my attention on one assessment year, I was able to track the progress of ESOL students who received ESOL services from TFES for that very year. As I reviewed previous TFES ESOL student data, I recognized a trend in which students were either not enrolled during the entire school year or withdrew from TFES before testing data could be acquired. I observed data only on students who were consistently present for the assessment periods I reviewed.
In keeping the confidentiality of the students whose assessment data I collected during my observation process at TFES, no student names were included. I observed the performance date of ESOL students in grades 3-5. Furthermore, I cross-referenced the ESOL student assessment data and analyzed it in a matter which displayed the progress the ESOL enrolled students made throughout the 2016-2017 school year.

**Reading FSA ESOL Student Data 2016-2017.**

According to the Reading FSA data that I collected on the ESOL students at TFES, 138 students in grades 3-5 were assessed in the 2016-2017 school term. Of these ESOL enrolled students, more than half (63%) of 3rd graders, 4th graders (92%), and 5th graders (83%) received a failing score on the state’s end-of-year reading proficiency assessment (Table 8). This means that the ESOL support received at TFES during the 2016-2017 school term was not enough to support the English proficiency ESOL students need to be successful on the state’s end-of-year reading assessment, the FSA.

Table 8

**ESOL Student FSA Reading Performance 2016-2017.**

<table>
<thead>
<tr>
<th>Grade level</th>
<th># of ESOL students tested</th>
<th>% of ESOL students scoring Level 1</th>
<th>% of ESOL students scoring Level 2</th>
<th>% of ESOL students scoring Level 3</th>
<th>% of ESOL students scoring Level 4</th>
<th>% of ESOL students scoring Level 5</th>
<th>% of ESOL students receiving passing score</th>
<th>% of ESOL students not receiving passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>56</td>
<td>36%</td>
<td>30%</td>
<td>21%</td>
<td>7%</td>
<td>4%</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>4</td>
<td>46</td>
<td>18%</td>
<td>22%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>5</td>
<td>36</td>
<td>47%</td>
<td>22%</td>
<td>14%</td>
<td>3%</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**Math FSA ESOL Student Data 2016-2017.**

According to the Math FSA data that I collected on the ESOL students at TFES, 138 students in grades 3-5 were assessed in the 2016-2017 school term. Of these ESOL enrolled students, more than half (60%) of 3rd graders, 4th graders (88%), and 5th graders...
received a failing score on the state’s end-of-year math proficiency assessment (Table 9). This means that the ESOL support received at TFES during the 2016-2017 school term was not enough to support the math proficiency ESOL students need to be successful on the state’s end-of-year math assessment, the FSA.

Table 9

ESOL Student FSA Math Performance 2016-2017

<table>
<thead>
<tr>
<th>Grade level</th>
<th># of ESOL students tested</th>
<th>% scoring Level 1</th>
<th>% scoring Level 2</th>
<th>% scoring Level 3</th>
<th>% scoring Level 4</th>
<th>% scoring Level 5</th>
<th>% of ESOL students receiving passing score</th>
<th>% of ESOL students not receiving passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>56</td>
<td>36%</td>
<td>21%</td>
<td>29%</td>
<td>9%</td>
<td>2%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>46</td>
<td>72%</td>
<td>15%</td>
<td>2%</td>
<td>9%</td>
<td>0%</td>
<td>11%</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>36</td>
<td>47%</td>
<td>28%</td>
<td>25%</td>
<td>3%</td>
<td>0%</td>
<td>28%</td>
<td>72%</td>
</tr>
</tbody>
</table>

WIDA ESOL Student Data 2016-2017.

According to SSD’s English language proficiency data, WIDA assessment results, collected on the ESOL students at TFES, 130 students in grades 3-5 were assessed in the 2016-217 school term. Of these ESOL enrolled students, no 3rd grade students received a passing proficiency score of a level 5 or above. In the 4th grade, 26% of the ESOL enrolled students, less than half, successfully earned a passing score of a level 5 or above. At the same time, 5th grade ESOL enrolled students displayed a passing rate of 22% of students, less than half, earning a level 5 or above. This means that the ESOL support received at TFES during the 2016-2017 school term was not enough to support the English proficiency ESOL students need to be successful on the district’s English proficiency assessment, WIDA, for the 2016-2017 school term.

SSD required a combination of a passing reading score of a level 3 or above for all ESOL students on the reading FSA assessment and a passing score of a level 5 or
above on the WIDA assessment to be exited from the ESOL program (Table 10). An exit from the ESOL program means that the students have proven English language proficiency and were no longer in need of ESOL support services. For the 2016-107 school term, only 2% of TFES’ ESOL enrolled students met the passing score requirements and were exited from the ESOL program. This means that the ESOL support services provided to ESOL enrolled students at TFES was not very effective at assisting students to gain language proficiency. As I further researched the student data, I found that many of the students tested during the 2016-2017 school year had been enrolled in TFES’ ESOL program for more than 2 years.

Table 10

<table>
<thead>
<tr>
<th>Grade level</th>
<th># of ESOL students tested</th>
<th>% of students passing with a level 5 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>52</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>26%</td>
</tr>
<tr>
<td>5</td>
<td>36</td>
<td>22%</td>
</tr>
</tbody>
</table>

During the course of my evaluation, I discovered several components of the ESOL program that were creating barriers to ESOL student progress. Three main occurrences at TFES that were creating challenges with the ESOL program were the lack of vision, the lack of time, and the lack of collaboration among stakeholders such as ESOL teachers, ESOL paraprofessionals, school administration, instructional coaches, and parents. Due to the effects of these elements, ESOL enrolled students at TFES were not making sufficient academic gains as determined by the FSA Reading and Math assessments, and the WIDA English language proficiency data.

Based upon the results of my surveys and interviews, the disconnect between TFES’s reality between ESOL teachers, ESOL paraprofessional, school administrators, and instructional coaches did not have the similar views on the collaboration process at
TFES. In fact, many teacher responses indicated that collaboration rarely occurred between teachers and ESOL paraprofessionals, as there was no time set aside for this to happen. However, collaboration appeared to be an expectation according to administrators as determined by their responses. Without ESOL collaboration, student data was not being utilized to guide the instruction and support needs of the individual ESOL enrolled students at TFES.

Another disconnect between TFES’s stakeholders, ESOL teachers, ESOL paraprofessional, school administrators, and instructional coaches was the availability of authentic resources and training on how they can be used to assist ESOL enrolled students to make academic gains. Some teachers were confident in what strategies and resources could be used within the classroom, while other teachers were not so sure. At the same time, administrators and instructional coaches appeared to be content with the resources at TFES, the training being offered by the district, and with the strategies they observed being implemented within the ESOL classrooms. Yet, FSA ESOL student data and WIDA English language proficiency data indicated that many students were not achieving academic success.

Stakeholders did agree that the lack of time for collaboration was a barrier to student success. TFES participants stated that time prevented collaborative efforts from occurring, as ESOL teacher and ESOL support paraprofessionals had very hectic schedules. Participants also indicated that the lack of time limited the amount of in-classroom language support the ESOL enrolled students at TFES received on a daily or weekly basis (Dufour, 2015).
Each of the above-mentioned barriers to success uncovered by participant responses indicated a lack of vision at TFES. TFES administrators have not communicated the vision for its ESOL program. Without a clear vision, ESOL teachers and support paras did not have guidelines as to the expectations for ESOL student success. TFES was not having collaborative discussions about ESOL student achievement, therefore, authentic resources and teacher training opportunities to support ESOL student achievement were not being introduced to the staff.

Organizational Changes

From the birth of stars in the universe, to the life stages of a caterpillar, changes occur within every aspect known to mankind. While some changes are beyond human control, others command a level of human initiation, determination, and direction. Currently at TFES, there was a need for change (Fullan, 2008). All students were required to take and pass a summative state test to prove proficiency and or growth in the subject areas of math and reading. However, ESOL students who were not proficient in the English language were also required to take and pass the state assessments that are written in English.

As a means of change, my proposal serves as a secondary support system to encourage English language proficiency in ESOL enrolled students at TFES. The main benefit of providing a secondary system of support for ESOL students at TFES is the opportunity to increase the passing rates on the English-only, state assessment. However, a change of this caliber requires the consideration of the capabilities of my organization as a whole (Fullan, 2008), as well as intense analysis into the workings of the current ESOL program at TFES.
As a part of my in-depth evaluation of the current ESOL program at TFE’, I incorporated an analytical tool to help determine the characteristics of TFES’ ESOL program. I applied my analysis to the TFES’ ESOL program using an “AS-IS” chart that incorporated Wagner’s 4 C’s (2006) into my study (Appendix J). Using Wagner’s 4 C’s (2006), I determined TFES’ ESOL status in terms of school culture, context, current conditions, and current competencies.

**Context**

Historically, public schools functioned to train United States citizens in concepts that would support farming, and then industrial economy. In the past, diversity to include language diversity was not a societal commonality (Dufour, 2015). Today, society has witnessed a shift in which equity and equality are goals for educating students. Although the intentions for many educators at TFES are to assist every student to succeed, politics and culture often include barriers that hinder even the best of intentions. State exams were designed to create a level of accountability on behalf of educators for each and every student they service. At the same time, each student is to be provided with equal opportunities to succeed. Unfortunately, ESOL students do not experience that level of equality, because the state test is written in a language that many of them have not yet mastered. Therefore, it is possible that a student may understand the standards and concepts fully but may fail the exam due to language barriers. Having ESOL students test in an English-only format demonstrates the need to adjust a fixed mindset still existent within the American society, including its districts and schools (Dweck, 2006).
Culture

The culture of an organization determines its future success (Fullan, 2008). As times change, we as individuals also need to experience a level of change. In my organization, we currently service a number of families of mixed nationalities. In this case, there are a high number of students who speak English as a second language. Some teachers, however, have not recognized the need to adapt teaching styles to encompass the learning styles of a variety of students. Having the mindset that students are the only ones who need to adapt creates a non-productive learning environment. Therefore, a culture such as this needs to acquire a definite mindset shift to the positive attributes of educating all students (Dweck, 2006).

When determining my vision, I incorporate each of Wagner’s (2006) 4 C’s to provide complete success. By creating the Leadership Academy, I wish to provide ESOL enrolled students with the support that they would need to acquire academic success in all areas, including state assessments. In an effort to reach this goal, in context, ESOL students can be provided with language options on state assessments such as being able to translate the material into the home language but still provide responses in English. By providing these options, society would be leveling the playing field for all students to accurately exhibit their academic abilities. State test officials will not need to hire additional staff to score the assessments provided by the ESOL enrolled students, as all responses will be in English.

The ability to provide the assessments in the students’ home-languages may not cost districts more money as there are many online companies that already provide these services for free. For example, Google provides free translation services from one
language to the next. It is therefore a cost-effective possibility for the state to work with school districts to provide ESOL students the opportunity to take the state assessments on the computer. In addition, it is possible to allow ESOL enrolled students to access the Google translate website. Students would have the opportunity to translate the assessment questions into their home languages and respond in English.

In order to complete a process such as this during testing situations, strict rules, guidelines, and monitoring must occur to ensure that testing material is kept secure. SSD requires all ESOL students to be tested by grade-level within a small group setting. Within these small group settings, ESOL enrolled students are provided with accommodations such as extra time to take the assessment, dictionaries, and several staff members serving as proctors. Therefore, adding in the accommodation of using a translation website while taking the state assessments should not require additional funds for scoring, testing time, or testing security.

The state can also provide conditions such as removing the two-year requirement for students to be enrolled within an ESOL program without being held completely accountable for proficiency levels on the state tests. For example, students in the 3rd grade are retained in the grade level until they prove reading proficiency on the state’s reading assessment. However, an ESOL student who is in the 3rd grade and has been enrolled in an ESOL program for less than two years is exempt from the state’s retention policy. Since all students do not learn at the same pace, I suggest that the state remove this two-year time constraint and focus on the provision of necessary time within an ESOL support program as needed by the student to attain language proficiency. Through removing the pressure of the two-year time constraint from ESOL enrolled
students, schools could see an increase in positive student responses to instruction. Utilizing the language proficiency results to place students in classrooms could change the perceptions that many ESOL students may have of themselves to be more positive.

Already, TFES has taken measures such as screening students upon entry into its school for ESOL services. TFES is also known for allotting the time to monitor quarterly assessment data in an effort to remain informed on ESOL enrolled students’ academic progress. TFES still has a long road ahead in ensuring an equal learning environment for its ESOL enrolled students. Once TFES’ culture is able to change and adapt, they may reap the benefits of seeing all of it students succeed.

While I have determined numerous pathways to changing the culture to allow ESOL enrolled students the opportunities to attain greater academic success, I feel that one other change is a necessity. The provision of an optional Saturday ESOL academy is my primary solution to encourage administrators, instructional coaches, teachers, ESOL paraprofessionals, the community, and students of TFES and districts to commit to academic success for all. A growth mindset, or an open mind, will take TFES from seeing ESOL students for their language barriers to acknowledging them for their effort and growth (Dweck, 2006).

**Condition**

At TFES, second language learners are screened to determine their eligibility to receive support services from the ESOL department and paraprofessionals. If eligibility is determined, the ESOL enrolled students are placed into a support program that should last at least 2 years. While enrolled within the ESOL program, students receive in-class
services from paraprofessionals who support the instruction of the classroom teacher. Classroom teachers are either state certified or district endorsed in ESOL strategies.

SSD requires each of its classroom teachers to earn either the ESOL certification or ESOL endorsement. For a teacher at SSD to become ESOL certified, they must have at least 120 hours in ESOL training and must take and pass the state ESOL subject area test. At SSD, the push is for more teachers to become ESOL certified by taking the ESOL subject area test. When teachers provide SSD proof of taking and passing the state’s ESOL certification test, the district reimburses them with the testing costs. For teachers at SSD who do not wish to take the state subject area test, they are provided with a 3-year period to become ESOL endorsed. For an SSD teacher to become ESOL endorsed, or to have the ESOL subject added to a valid teaching certificate, the teachers must take 300 hours of ESOL training.

Often, SSD provides ESOL courses at no cost to teachers during after-school. ESOL enrolled students at TFES are typically supported within the classroom by the ESOL paraprofessionals. ESOL paraprofessionals do not have to possess an ESOL certification and/or ESOL endorsement. However, ESOL paraprofessionals are required to attend annual ESOL professional development workshops provided by SSD during work hours.

Although ESOL students are expected to take the state mandated tests, the expectation for the first two years is that they demonstrate a level of academic growth by the end of the school year. ESOL enrolled students are expected to show proficiency through both an alternate language assessment such as WIDA with a passing score of a level 5, in combination with a passing reading FSA score of a level 3 or above in order to
be exited out of the ESOL program. As noted in Tables 8 and 10, many of TFES’ students do not pass these exams. In fact, only 2% of TFES’s students were exited from the ESOL program after taking the FFSA and WIDA exams. Students unable to pass the exams remain in the ESOL program until they are able to test out. If students remain in the program for more than two years, it becomes the choice of the school leadership team to determine whether the student should be tested in other areas such as for learning deficiencies.

As I previously mentioned in grade 3, a non-passing score on the English-only state mandated test could mean possible retention for ESOL enrolled students if they have been enrolled in the ESOL program for more than 2 years. The ESOL enrolled student must also continue to show some academic gains. As required by state policy, the decision whether or not to retain the ESOL student is made by an ESOL committee consisting of school administrators, the ESOL classroom teacher, the student’s parents, and the ESOL compliance specialist. This committee will not only review state testing data but also other academic data collected from within the classroom throughout the year. The language proficiency examination results from the alternate test that is only taken by ESOL enrolled students is not used to determine grade-level placement.

**Competencies**

TFES currently encompasses competencies with regard to the ESOL population being served. As students enter TFES, they are immediately screened for ESOL placement. Parents first indicate ESOL status on the student registration sheets. Based upon the information the parents provide, the students are then tested by the ESOL department for their individual English Proficiency Level. If the ESOL department
determines the need for ESOL services, the students are then placed onto the ESOL schedule to have classroom visitations and support by an ESOL paraprofessional while in the regular education classroom. ESOL services for students typically begin within two to three weeks of entering the school.

All students, including ESOL students at TFES, participate in quarterly math and reading assessments. These assessments provide feedback to the school and students as to the progress the students are making on various standards. Teachers are able to adjust their teaching to meet the students’ needs throughout the school year.

One competency that TFES lacks is the support staff to student ratio. Currently, there are about 250 ESOL enrolled students at TFES. With regard to ESOL paraprofessionals who support the students by visiting students within their classrooms, there are only three. The disproportionate number of ESOL support staff to ESOL enrolled students creates difficulty in providing authentic opportunities for ESOL support.

At TFES, the principal is provided a budget and has the autonomy to fulfil staffing needs. In some occasions when student enrollment increases, SSD can allot funds to schools in an effort to hire additional staff. In instances like this, the principal must appeal to the district in regard to the need for extra staff funds. SSD has been turned down over the last 3 years for extra funding. SSD leadership has cited that SSD has a total of 10 paraprofessional employees. Of these employees, 3 paraprofessionals are dedicated to the ESOL department, while the remaining seven serve as reading support paraprofessionals. The reading support paraprofessionals support students in various classrooms and during assigned reading intervention times.
As a result of scheduling conflicts, the reading paraprofessionals are not always available to assist ESOL paraprofessionals during scheduled ESOL support time. The schedules of the three ESOL paraprofessionals have limited flexibility and are disrupted when ESOL paraprofessionals are pulled to attend mandatory ESOL trainings or ESOL testing of newly enrolled students. Thus, when an ESOL paraprofessional is pulled from classroom duties to meet other ESOL requirements, students in the ESOL classrooms they serve do not receive the promised daily 30 minute in class support.

As a result of my evaluation, I have several questions that are unanswered, all of which are geared toward SSD leadership. My evaluation of TFES established that SSD had not created a clear vision of the ESOL Program. Stakeholders such as school administrators, instructional coaches, ESOL classroom teachers, and ESOL paraprofessionals at TFES lacked communication on the basic goals for students enrolled within the ESOL program. First, how will SSD leadership communicate the specific achievement goals of ESOL students within its schools? Second, how does SSD leadership intend to monitor the actual progress of students enrolled in the ESOL programs prior to taking the mandatory end-of-year state English-only assessments? Finally, what risks are SSD leadership willing to take to assist ESOL enrolled students in finding academic success on the state’s English-only FSA assessment?

SSD and TFES need change. Most ESOL enrolled students at TFES are not passing the state’s English-only FSA reading and math assessments. Furthermore, students at TFES are not being exited out of the ESOL program within the 2-year time frame due to their inability to also pass the WIDA English proficiency assessment. Clearly, if students are not passing these assessments, even after receiving support from
the ESOL program provided at TFES, adjustments must occur to encourage student success.

TFES must therefore begin by setting a vision for its ESOL program. A clear vision is key to success. If the vision is clear, then the culture also becomes clear. Furthermore, a clear vision allows for the movement of an entity to becoming culturally proficient. A vision will pave the way and set the expectations for the whole (Fullan, 2008).

My next steps in fostering change for the improvement of ESOL student academic performance is to include the TFES leadership team in a review of the data that I collected on the performance of ESOL students on the 2016-2017 reading FSA and math FSA and also on the WIDA assessment for that same year. I believe that by bringing the data to the attention of school leadership, the needed attention will produce an urgency for change. My next step will then be to convince the school leadership to perform a needs analysis to determine the reality or current state of TFES’ ESOL Program. My evaluation has revealed to me that teachers and administrators were not in agreement on the functionality of various components with TFES’s ESOL Program. I would like the school leadership team to ask the necessary questions through anonymous surveys, which may reveal how disjointed the vision is for the ESOL program at TFES. Upon receiving feedback from the staff and analyzing the data, I will share with the TFES’ leadership team my plan to add a Saturday Academy to foster ESOL language proficiency. I believe that leadership would only buy-in to such a change if they truly understood the need, and the teacher surveys will assist them in recognizing that need.
Another important group of stakeholders at TFES is the community. The support from members of the TFES community would be required in an effort to push my suggested change forward of adding a voluntary Saturday ESOL academy for TFES’ ESOL enrolled students. TFES will need to make the community aware of the current state of the ESOL program through various forms of communication. I believe that hosting a public forum and providing data on the state of ESOL student performance will create a sense of urgency for community members to assist. Since communication is a key component in earning trust and buy-in, I would have to validate to the community members their needed assistance in moving TFES’ ESOL enrolled students toward academic success.

I would create a coalition, having members represented from each stakeholder at TFES that would create a sense of community unity. I am aware that people are more committed to a common goal when they feel as though they are a part of it (Fullan, 2008). This coalition will be in charge of finding resources and funding for those resources to be utilized in improving ESOL student English proficiency during the Saturday Academy.

**Interpretation**

According to the results of my evaluation, the ESOL program at TFES is not very effective in promoting English language proficiency in ESOL enrolled students. According to assessment results, only 2% of the ESOL enrolled students have achieved full language proficiency allowing them to be exited from the ESOL program. Many students at TFES are remaining in the ESOL program longer than its 2-year expectation without attaining sufficient language proficiency as determined by the reading and math
FSA. Additionally, most students are not receiving passing scores on the district’s language proficiency assessment.

When surveyed and interviewed, many of TFES’s staff identified the lack of vision and collaboration at both the district level and the school level. Without a proper vision in place, a program does not have a direction. If ESOL students are expected to make academic gains, then the staff members providing those services must be aware of authentic strategies that can be used. Furthermore, TFES staff is not working collaboratively. I found it difficult to understand the support process of ESOL enrolled students at TFES. My lack of understanding for ESOL student support at TFES has due to the non-existence of collaboration between teachers and the ESOL paraprofessionals who enter their classrooms daily. ESOL paraprofessionals are entering classrooms to provide support without being aware of the current classroom lessons and the best possible levels of support they can provide ESOL enrolled students with as per the lesson topics. The level of support provided at the time of classroom support will not be enough to meet student needs without preparation by those responsible for providing support.

On another note, administrators and instructional coaches are the leaders who provide feedback and resources to teachers of ESOL students. However, many teachers at TFES are not aware of the types of strategies they should use within their lessons and the resources available to them at the school level. ESOL teachers and paraprofessional are not collectively reviewing ESOL enrolled student data on a frequent basis. If the data is not reviewed, then adjustments necessary to appropriately meet the academic needs of the individual ESOL students are not occurring.
Most of TFES’s staff attributes time as a major barrier to collaborating and reviewing student data. My research results indicated that collaboration is a SSD cultural expectation that has not been embraced by many of TFES’ ESOL staff members. TFES leadership has not set the tone for effective collaboration among staff members as determined by the lack of time provided within the weekly schedule for ESOL collaboration and professional development opportunities. As such, TFES’ ESOL staff is in need of professional development opportunities to assist them in gaining the necessary skills needed to foster the academic growth of ESOL enrolled students. Furthermore, a timeframe to allow collaboration between ESOL classroom teachers and ESOL paraprofessionals during the school week is a non-negotiable matter as it is related to raising student achievement at TFES.

The results I gathered through the analysis of data in my research was of great significance. The data I gained through a combination of interviews, surveys, and student assessment data has allowed me to consider TFES’s ESOL program from various viewpoints. The assurance of confidentiality allowed the participants the ability to share their thoughts freely and truthfully on both their surveys and interview sessions.

From the survey process, I gained insight into the different perspectives that TFES’ leadership team and teachers and ESOL paraprofessionals had on the ESOL program. The results indicated to me that leadership did not have a realistic view as to the challenges ESOL teachers and ESOL paraprofessionals were having on a daily basis. My survey results revealed that teachers and paraprofessionals were requiring time, collaboration, materials, and professional development opportunities to help raise student achievement at TFES.
The interview process was a way for me to verify the challenges to the ESOL program as determined by the results from my ESOL staff surveys. During the interviews, the themes of lack of time, little professional development, and no collaboration resurfaced. The interview themes that I gathered from participants further exemplified the need for change in the current ESOL program at TFES.

When I reviewed ESOL student pass rates on the state assessments, the results indicated that ESOL enrolled students were not achieving. Foremost, my results indicated that more than half of the ESOL enrolled students were failing both the reading FSA and math FSA. Since these assessments are used to determine student proficiency, the results indicated that with the current support measures in place at TFES, ESOL enrolled students were not finding success in the subject areas of reading and math.

The results based on student test data and participant input shed light on the realities of the ESOL program at TFES. Using the results from my research, TFES can move the ESOL program into a more positive direction by addressing the issues such as the need for teacher collaboration, an established time for teacher collaboration, and teacher training. As opposed to continuing a program that has components that are not effective, TFES can utilize my evaluation results to improve the ESOL program for the betterment of the students it supports.

As I gathered the results for my evaluation, I was astonished by many of the revelations. I know many of the staff at TFES personally and believe that they hold the value of always doing what’s in the student’s best interest. I did not imagine that the ESOL program at TFES needed dire changes. I was unaware that ESOL student proficiency was this low as determined by state and district assessments. As indicated by
reading FSA and math FSA results, only 2% of ESOL enrolled students were gaining academic success after a year of support. Clearly, the low level of achievement is an indicator that TFES’ support initiatives are not doing so well.

I think the results turned out the way they did because they uncovered a lot of hidden feelings and concerns regarding the ESOL program. From the survey results and interview results, I gathered that time, collaboration, and professional development opportunities were lacking at TFES. To add to the severity of TFES’ barriers to success with ESOL students was the fact that school leadership was unaware that these issues existed. It appears that the lack of collaboration and authentic communication between teachers and administrators prevented barriers to the ESOL program from surfacing. Leaders are to support and communicate the status and changes at the school (Duignan, 2012). My hope is that the results of my evaluation encourages TFES to collaborate more and to discuss the vision of the ESOL program.

Judgments

The results I gathered from my evaluation assisted me in answering both my primary and secondary questions. These questions served to keep my evaluation focused. Furthermore, the answers to each of these questions has allowed me to have deeper insight into the ESOL program used at TFES and its barriers to success.

Primary Questions

Primary question # 1 asked: What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as working well in the program? After surveying and interviewing staff members connected to the ESOL program at TFES, and analyzing student data, I discovered that administrators and instructional
coaches did not feel the same about concepts as the teachers. Administrators believed that the materials and technology being utilized in the ESOL program were great. In addition, they were pleased with the classroom support provided by the ESOL paraprofessionals.

Teachers on the other hand, had a different view of what worked well in the ESOL program. Teachers stated that efforts to assist students were occurring in TFES’s ESOL classrooms. In addition, teachers added that most ESOL enrolled students were willing participants in lessons.

Table 11

<table>
<thead>
<tr>
<th>What Works Well</th>
<th>Administrators/ Coaches</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>Great Materials</td>
<td>Efforts exist to assist students</td>
<td></td>
</tr>
<tr>
<td>Great Technology Programs</td>
<td>Most students are willing participants</td>
<td></td>
</tr>
<tr>
<td>ESOL support paraprofessionals within classrooms</td>
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</tr>
</tbody>
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Primary question #2 asked: What do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as not working well in the program? After conducting surveys and interviews of staff members connected to the ESOL program at TFES, and analyzing student data, I discovered that administrators and instructional coaches did not always have the same outlook on particular aspects of TFES’ ESOL program as the teachers. However, both groups did agree that the lack of time was a certain barrier for the ESOL program. Teachers added that at TFES, there was also a lack of collaboration, limited materials, and no professional development.

Table 12

<table>
<thead>
<tr>
<th>What’s Not Working?</th>
<th>Administrators/ Instructional Coaches</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time</td>
<td>Lack of time</td>
<td>Lack of time</td>
</tr>
<tr>
<td></td>
<td>Lack of Collaboration</td>
<td>Lack of Collaboration</td>
</tr>
<tr>
<td></td>
<td>Limited Materials</td>
<td>Limited Materials</td>
</tr>
<tr>
<td></td>
<td>No Professional Development</td>
<td>No Professional Development</td>
</tr>
</tbody>
</table>
Primary question #3 asked: What do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive as the biggest challenges in the program? Upon conducting surveys and interviews of TFES’ ESOL staff, I compared my findings to ESOL enrolled student assessment data. As a result, I determined that administrators, instructional coaches and teachers all agreed that time was a great challenge for the ESOL Program at TFES. Often times the stakeholder groups of which I interviewed were not in agreement.

Table 12

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Administrators/ Instructional Coaches</th>
<th>Teachers</th>
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<tbody>
<tr>
<td>Time</td>
<td>Time</td>
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</table>

Primary question #4 asked: What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals suggest as ways to improve the program? Based upon my findings in the results I gathered from surveys, interviews, and student assessment data at TFES, I determined that school administrators and teachers believed that more time for collaboration was needed. Teachers continuously added that they were in need of more ESOL professional development opportunities, needed access to more materials, and were in consistent daily ESOL paraprofessional classroom support.

Table 13

<table>
<thead>
<tr>
<th>Ways to Improve</th>
<th>Administrators/ Instructional Coaches</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>More collaboration time</td>
<td>More collaboration time</td>
<td>More collaboration time</td>
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<tr>
<td></td>
<td></td>
<td>More professional Development Opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readily available materials</td>
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<tr>
<td></td>
<td></td>
<td>Consistent daily classroom support</td>
</tr>
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</table>
Secondary Questions

Secondary question #1 asked: What do administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive about the level of collaboration needed to address student needs within the ESOL classroom? My analysis of survey, interview, and student data indicated that TFES administrators believed that collaboration was an expectation at TFES and was occurring. TFES teachers on the other hand, stated that collaboration was not always occurring between teachers, but whenever it did occur, it was forced. Most teachers also indicated that collaboration between teachers and ESOL paraprofessionals was necessary but nonexistent due to TFES’ scheduling constraints.

Secondary question #2 asked: What is the priority level of staff commitment to the achievement of ESOL enrolled students at the school? After surveying and interviewing staff members connected to the ESOL program at TFES, and analyzing student data, I discovered that administrators and instructional coaches did not always feel the same on particular concepts. However, administrators, instructional coaches, ESOL paraprofessionals, and teachers believed that TFES staff was committed to students and their achievement at TFES.

Secondary question #3 asked: Do the administrators, instructional coaches, ESOL teachers, and ESOL support paraprofessionals perceive that there are adequate support materials available for use within the ESOL classroom? My analysis of TFES’ ESOL survey, interview, and student assessment data indicated that administrators and instructional coaches believed the instructional support materials for the ESOL program were sufficient for raising student achievement. On the other hand, my analysis indicated
that TFES’ teachers and ESOL paraprofessionals believed that materials were not efficient.

After my analysis of the survey data, interview data, and ESOL student assessment data, I collected during my evaluation process, I determined that the results provided valid insight as to the current status of the ESOL program at TFES. The results that I gathered from the data I collected from TFES was both positive and negative. On a positive note TFES can learn to adapt its ESOL program to meet the needs of its ESOL enrolled students. On the negative side, my evaluation was the vehicle used to uncover many challenges to the ESOL program that are occurring at present. Had I not evaluated the program, there was the possibility of the challenges continuing until the status of the ESOL program became very bad.

According to my survey data and interview data, administrators believed that the current ESOL program at TFES has very little flaws. Administration responses indicated that collaboration among ESOL staff was occurring, ESOL instructional materials were sufficient, and that staff training needs were adequate. As I reviewed the staff survey data and interview data, I discovered that ESOL teachers and paraprofessionals felt the opposite regarding collaboration, Instructional support materials, and ESOL training. My evaluation uncovered a disconnect between the observations of TFES’ leadership team and its ESOL classroom teachers and ESOL support staff.

During my evaluation, I also reviewed ESOL student state assessment data for the TFES’ ESOL student population. Using the data from both the Reading FSA and Math FSA assessments, I analyzed the pass rate for ESOL enrolled students at TFES. I found that only 2% of TFES’s students were successful on these tests. I then linked the low
success rates to the results I received from my survey data and interview data, which indicated barriers to ESOL success.

Although my evaluation allowed challenges such as the lack of training, resources, time and collaboration, to surface, they have provided TFES with areas to improve upon. ESOL students are currently not making much gains in the manner that the program is currently being run. However, now that the barriers to achievement have been brought to light, TFES can become reflective and adapt its methods to ensure the success of its ESOL enrolled students.

Recommendations

The ESOL program at TFES is currently not functioning at its fullest capacity. Based upon my analysis, small amounts of student growth were being observed after a year of receiving ESOL support services. For example, in the 2016-2017 school year, most ESOL students failed the state proficiency assessments (Tables 8 and 9). My interpretation of this information is that the ESOL strategies being utilized at TFES did not present ESOL enrolled students with the rigor needed to show both language and standards proficiency on the state assessments. Furthermore, interview data and survey data collected from ESOL staff at TFES indicated that there is a lack of training in ESOL strategies for teachers. Jensen agrees that the actions of schools attribute to the successes or failures of students (Jensen, 2013). It is my judgment that TFES has not invested the time in assuring that its staff has the proper tools to support the learning of ESOL students and, as a result, the students have suffered.

To turn around the progress of the ESOL program at TFES, teachers need to be trained in appropriate strategies and collaboration needs to take place. The action
implications of the findings are that student are failing mandatory tests and students are not receiving the level of support necessary to exit out of the ESOL program. One change that needs to occur is for ESOL students to have adequate support to enable them to exit out of the ESOL program while displaying increased English language proficiency.

In an effort to provide language support for ESOL students, I would create an organizational change in which the ESOL students would attend a mandatory Saturday Academy. This academy will focus on building English vocabulary skills and background. I have selected this change because it would provide the ESOL enrolled student additional Language practice on a consistent basis, and in a setting that is more conducive to learning. The language academy will allow students to work at their own pace and around students who also are new to the English language. It has been my personal experience to observe ESOL students in a mainstreamed classroom setting. Some students react very shy as they display a sense of intimidation by students who are proficient in the use of the English language. Some of these students often become afraid to participate for fear that others may react negatively to the way they speak or pronounce words. I believe that in a Saturday Academy setting, the tenseness and possible intimidation the students may feel from others would be limited because all students attending will also be learning the English language. ESOL students may feel more at ease having students with similar situations surrounding them.

Since the 1960s, many districts in the United States have experienced an increase in the number of second language learners within its public schools. In the state of Florida alone, the student enrollment has increased more rapidly than surrounding states (National Center for Education Statistics, 2015). Public schools often determine the
success rate of the districts according to student performance on state assessments. However, these state assessments are often given in English only and often do not differentiate to student needs, which include lack of proficiency in the language in which it is written. In my belief, by only providing the state test in the English language, a problem is created where the achievement of students enrolled in the ESOL programs at schools is not accurately detected.

Since they are not able to read and understand what is being asked of them, students enrolled in ESOL programs often do not score very well on high stakes mandatory state tests, such as the Florida Standards Assessment (FSA). Unfortunately, for all students, including those enrolled in ESOL programs, who are not successful on such exams as the FSA, they face the possibility of retention. Furthermore, if ESOL students are granted permission to proceed to a following grade, the academic gaps created by language barriers may continue throughout the course of their academic careers (Wagner, 2008).

While it is human nature to avoid conflict to one extent, as leader, it becomes necessary to initiate a level of change for the greater good of the organization (Wagner, 2006). I have personally observed the negative impact that State assessments can have on English Language Learners while working at the elementary level. In fact, according to Rhames, a student’s academic success in life can be determined by their success on a third-grade level. In addition, jails are built according to 3rd grade state assessment scores (Rhames, 2014). With, organizations such as schools who hold the responsibility of educating the youth of the 21st century, must begin to administer change in order to meet their immediate academic needs.
My plan for TFES’ future is for my school to provide supplementary English language support to ESOL enrolled students at my school outside of the normal school day. The supplementary English language support will increase English comprehension for ESOL enrolled students, while at the same time increasing the achievement level on the state English-only assessments. Some stakeholders may welcome my proposed changes, while others may resist because they do not truly understand the urgency. Human nature resists anything new until the benefits are truly understood (Brown & Moffett, 1999). However, the main effect that to achieve in this change supports the academic growth of our main stakeholder’s, the students.

Each year, students throughout the nation are assessed to determine academic growth. These results of these assessments serve as drivers throughout the students’ academic careers. According to a student’s level of success on such exams, the determination is made as to whether the students are promoted to the following grade, what type of courses the student should be enrolled in, and whether or not the student has the ability to do well in a college setting. The high dependency of our society on the results of such state assessment result indicate the need for all students to become well prepared. However, many ESOL students are placed at a disadvantage as their level of English competency may hinder their true academic capabilities on “English Only” academic statewide tests (Wagner, 2008)

As the daughter of immigrants, I share a deep personal connection to my change plan. I encompass a deep level of understanding of others who come to the U.S. to make a better life for themselves and for their families. Moving to a different country with different customs, different laws, and a different language is a very difficult task for
anyone. Change experts, such as Reeves, often remind us that no change goes without some level of challenge (Reeves, 2009).

Students are no different when it comes to change. Therefore, as a classroom teacher, I have recognized the importance of ensuring that all students receive the best academic experience that I could provide. Students who are new to the country and do not speak English are tremendously challenged by becoming accountable for simultaneously learning and being successful with the new academic content, while learning this content in a language that is new to them. Furthermore, the academic growth rate of the ESOL enrolled students are expected to be within the same range of non-ESOL students. This unfair balance has truly troubled me, as I have observed numerous ESOL enrolled students put forth record amounts of energy and effort toward their learning and on these state assessments, only to hear the news that they had not passed. What we as educators never take into consideration has been the psychological impact of failure on students at early stages in life. My students have been elementary aged and do not understand learning gains, rather they focus on the pass or fail designation these state English-only assessments assign.

My change plan will improve the district’s educational environment by assisting the district in attaining its vision of creating partnerships with the community to strengthen the skills of our learners (Florida Department of Education, 2017). Basically, through providing the Saturday Academy for our ESOL students, the district will possibly showcase to parents their commitment to ensure that all students within are receiving the assistance they need to become successful adults. Due to the high number of enrolled ESOL students districtwide, the district will have created a means to increase
student achievement as a whole, while increasing the probability of higher high school graduation rates in the future. Unfortunately, trends indicate that second language learners often account for a high rate of high school drop-outs (Wagner, 2008).

In an effort to collaborate with community members in collecting and analyzing information pertinent to the change, as a school, TFES can compare student demographic data and achievement data over the last three years. Through this data, TFES can acknowledge the trends observed in the ESOL enrolled students. Based upon the trends TFES observes TFES can discuss strategies that were once used and those that are currently in place to assist the academic growth of ESOL students. This could be completed during a series of SAC meetings or after school forums.

During this time, I will express the overall vision of our district in attaining the growth of all students with the assistance of the community (Kotter, 2011). I will communicate the goal of the academy, as we would have already acknowledged together, the need for more to be done to assist the second language learners at our school who make up a large population. (Florida Department of Education, 2017). A committee can be developed to review and determine the logistics of the adaptive Saturday academy.
SECTION FIVE: TO-BE FRAMEWORK

Introduction

In my opinion, embarking upon any type of change, be it personal or professional, people must be mentally prepared for a challenging journey. Change is a process that can cause you many victories and some defeats. However, even in the face of defeat, I think it’s up to the individual to determine whether to persevere or whether to give up. I have never been one to quit, and so I often ask myself, when placed in the role of an organizational leader, how would I process and handle the role of leading change? This portion of my research paper will discuss areas for consideration when making changes to a school’s overall operation. To be precise, in the following paragraphs I will discuss the impact that knowing the climate, communicating a plan of action and enhancing employee skills would have in relation to my organizational change plan. Change experts, such as Reeves, often remind mankind that no change goes without a level of challenges (Reeves, 2009). As my organization attempts change, there will be challenges, but with the proper planning and execution, the change can be successful.

Review of Literature Related to Change

In addition to sharing the impact of knowing the climate, communicating a plan of action and enhancing employee skills would have in relation to my organizational change plan, I will present several literary works that support my ideas. The strategies I will cover will aid my organization in achieving the goal of increasing the likelihood ESOL enrolled students achieving higher scores on the English-only state assessment, the Florida Standards Assessments (FSA) in Math and Reading. My program will allow the
ESOL enrolled students additional opportunities to enhance their English comprehension skills.

**Knowing the Climate.**

As I reflect upon the current state of my school, I can state that there have been a series of changes. Over the last decade, the school has experienced a change in demographics and several administrative shifts. At the same time, laws revolving around educational practices have also changed. In my opinion, education is an evolutionary practice that is constantly in state of change. However, as Wagner would agree, the one constant is that we as educators owe it to our student to ensure that we are providing the best educational environment for them to thrive (Wagner, 2008). We are tasked with ensuring that upon graduating from our schools, each of our students is equipped with academic skills to help them thrive within a global society (Wagner, 2008). In an effort to assist these students to achieve post-secondary success, we as educators must know and acknowledge when it’s time to adjust our teaching practices (Marzano, 2007). Furthermore, as an educational leader, you must know the climate you are wishing to change (Wagner, 2008).

My change plan is an adaptive plan that will add a Saturday English Academy for students enrolled within the ESOL program. The purpose of this academy is to enhance the English comprehension skills for ESOL enrolled students, at TFES while providing them a safe learning environment that is geared toward their individual needs. In addition, the academy will serve as a bridge between the parents of the ESOL enrolled students to resources located within TFES’ community. In an effort to follow through with the plan to conduct such a change within TFES, the determination of the current
status of TFES’ culture must be made. In his book, Reeves (2009) discusses the readiness of an organization for change. From a leadership standpoint, I am able to determine the positive impact that the proposed Saturday Academy could have on student achievement at TFES. It is possible that after attending the Saturday Academy, ESOL enrolled students at TFES could show increased pass rates that only 2% on SSD’s language proficiency at the same time, I question how ready the stakeholders are for such a change. Human nature resists anything new until the benefits are truly understood (Brown & Moffett, 1999). I ponder the thought of my current administration, and their acknowledgement of the need for change. Reeves suggests that leadership first assess their current beliefs to determine their readiness for change (Reeves, 2009). In my understanding of this concepts, my school cannot apply a successful change if a leader does not know their inner beliefs, fears, and biases about the change. As Reeves continues, he advises that the leader can move forward to the next stage once he or she understands their vulnerabilities and strengths (Reeves, 2009). Boyatzis agreed with Reeves and believed that a leader should be attuned to their inner selves and display a sense of awareness to the environment in which they lead (Boyatzis, 2005).

As a leader, it is important to diagnose the state of the organization as well. Again, will the organization crumble under the pressure of adding change, or does it have the ability to survive and grow? I believe that TFES is capable of surviving through the addition of a Saturday Academy for the ESOL enrolled students. Initially, just a few staff members would be needed to introduce this new academy to students and parents. However, if student success becomes apparent through the use of interval monitoring of student progress in reading and math several times during the school year, then more
TFES staff members or volunteers can be added to further support ESOL student progress. The school currently has the I-ready interval monitoring in place and so no alternative assessments would need to be created.

Regardless of how ready I believe TFES may be for change, Reeves still cautions to use an actual readiness assessment in the determination (Reeves, 2009). I understand my personal view of the organization may not be representative of the actual reality of the organization. Having employees participate in a readiness assessment will assist my school in uncovering any underlying challenges that may hinder the process of change. Furthermore, the results from a readiness assessment can also assist leadership in determining areas that TFES already has strength (Reeves, 2009). I think that once TFES can determine where they are, they can achieve where they’d like to be--ESOL students achieving higher pass rates (currently 19% in reading and 27% in math) on the FSA assessment as a result of increasing English proficiency through participation in the Saturday English Academy.

**Communicating a Plan of Action.**

When anyone asks me what aspect of a relationship is most important to me, my response is always the communication. Communication consists of a listener and a communicator who often reverse roles. In organization such as TFES, I view each of the stakeholders as a part of this communication process. The ability of leaders to communicate with its community can either foster or hinder positive change (Block, 2008). I learned leaders must effectively communicate a vision, as well as encourage the engagement of the community’s authentic participation in the determination of, the creation of, and the implementation of necessary academic change. Students, parents,
teachers, and leaders alike, should take turns in the process of communication about student achievement. Eaker and Keating agreed that parents are often willing to assist in the learning experiences of their children (Eaker & Keating, 2012). To correctly implement my organizational change plan, leadership at TFES will need to correctly communicate a plan of action. The Florida Department of Education mandates each school to collaboratively create a comprehensive action plan for the upcoming school year. This plan is called a school improvement plan and includes the input from several stakeholder groups—parents, teachers, members of the community and school administration (Florida Department of Education, 2017). The basis of this plan is to utilize data gained from the previous school year in an effort to determine specific areas of action for the upcoming school term (Florida Department of Education, 2017). Every year this team creates a SIP in an effort to identify and counter barriers to student achievement (Florida Department of Education, 2017). Lindsey considers this joining of stakeholders for the benefit of student achievement as a way that the organization becomes centered. (Lindsey, 2009). According to Lindsey, student success is dependent upon the engagement of educators and community with an active focus on student achievement (Lindsey, 2009).

Oddly, I can attest to never observing a specific goal toward the improvement of ESOL enrolled students included within the SIP. Rather, the goals have been geared toward all struggling students in the areas of math and reading as indicated by the last year’s student performance on the FSA. I am in agreement with Wagner that data should be “disaggregated as a means of providing transparency” (Wagner, 2006 p 28). I feel that this data in the SIP for TFES should also be communicated with transparency. Not
everyone is aware of the information included within a SIP. I believe that TFES should inform parents and staff on an annual basis what the SIP is, where it can be found, and provide a brief synopsis of changes that had been made for the year and why they were made. In communicating the importance of the SIP, TFES would be ensuring that families and staff are aware of TFES’ academic goals. I believe TFES can benefit from providing ESOL enrolled students with the Saturday English Academy as many of the ESOL enrolled students are included with the school data for struggling students. I therefore believe a Saturday Academy can be included as one of the measures used to counter student achievement barriers for the ESOL enrolled students at my school. Having my change plan incorporated into the SIP will clearly communicate the school’s vision to all stakeholders.

**Enhancing Employee Skills**

An organization is not an organization without the people to help it thrive. For this very reason, Fullan firmly believed that organizations should have a level of love and respect for their employees (Fullan, 2008). In my change plan, I am asking that TFES provides a Saturday English Academy to ESOL enrolled students. Although it is an SSD requirement that all teachers are certified in ESOL strategies, based upon the results of my evaluation, there is the need for additional ESOL professional development for the staff at TFES. In addition, to the ESOL certification, I believe teachers in the Saturday Academy will need to learn new or additional ESOL strategies (incorporation of interactive activities, how to incorporate visual and auditory exercises, etc.) to ensure English proficiency growth in student participants (Miles, 2008). The additional training can provide TFES staff members with more interactive activities, and physical resources
that can be used during the Saturday Academy. Sanger-Katz believes in doing what’s necessary to retain employees (Sanger-Katz, 2018).

During the start-up stages for this program, only a handful of teachers will be needed. However, as the program grows, those teachers who were trained in the specific skills for the Saturday Academy can eventually move into leadership roles. These teachers can serve as coaches or mentors to teachers that later participate in the academy (Miles, 2008). In some instances, these teachers may also serve in leadership roles during the normal school week assisting other teachers at the school with enhanced strategies used with ESOL enrolled students. Drago-Severson also supported providing professional development and found that when the adults at the school are supported the school as a whole becomes a better learning environment (Drago-Severson, 2009). The increased achievement of the ESOL enrolled students on the state assessments is a major goal at my current school. Middleton added that educators are always in search of methods to improve the learning process for students (Middleton, 2014).

TFES teachers can volunteer to teach at the 4-hour Saturday Academy. If there are not enough teacher volunteers from TFES, then school administration can open the opportunities to other certified ESOL teachers within SSD. Teaching at the Saturday Academy will be a paid opportunity for teachers. TFES used school funds to host many tutoring activities that occurred during the week, both before and after school, as well as on Saturday mornings. The Saturday tutoring stopped when student attendance rates dropped to under 50%. Unlike the tutoring program, Saturday Academy attendance for ESOL students would be mandatory and therefore, students will be obligated to attend on a consistent basis. Furthermore, the funds once used to support the Saturday tutoring can
be applied to support the costs of the Saturday Academy. Additional funds to support the Saturday Academy can be raised through school fund-raising events (candy sales, spirit shirt sales, garage sales, etc.).

**Definition of Terms**

Change occurs in many shapes and forms. Organizational change is a specific type of change that restructures some aspect of an organization’s culture. Organizational change places the organization into risky situations, as the change may either turn out to be successful or unsuccessful. Providing information about the progress and academic goals of a public school is one way that school districts communicate with the surrounding community.

The School Improvement Plan (SIP) is a Florida State mandated annual plan completed by every public school within the state. Representatives from each stakeholder group use student results from the current year, student behavior data, parent involvement data, and state tests from the previous year to identify barriers to student success. In an effort to overcome the identified barrier, the group of stakeholders set goals and develop plans of actions for the new school year. The SIP allows schools to be reflective of their efforts to enhance student learning experiences and to increase student achievement. The SIP serves to make the school’s efforts and results transparent to the public.

**Review of Literature Conclusion**

Based upon my readings, I have determined that creating a change within an organization is an enormous task. As leadership seeks to create changes, there are several stages they must first move beyond. One stage is knowing the climate of the organization that may change. In other words, leadership must first determine the organization’s
strengths and weaknesses (Reeves, 2009). Once determining whether the organization can handle the change, then leadership may act upon those changes by communicating the plan and training its people in the plan.

I believe my current school is capable of committing to a change that will incorporate a Saturday Academy for ESOL enrolled students into our culture. Our ESOL student are required to take a state assessment that is written in English. Clearly, to students not yet proficient in the English language, these English-only assessment results are not providing an accurate account of their actual academic abilities. Therefore, by incorporating the Saturday Academy as a part of our school culture will provide a better opportunity for ESOL enrolled students at my school to show increased proficiency on the state mandated “English Only” assessments.

**Envisioning the Success TO-BE**

Students that speak a second language are expected to perform well on an academic state assessment that is given at the end of the year in English. The state assessment does not take into consideration the level of English proficiency individual ESOL enrolled students have acquired at the time of the test. Assessment scores are used to place students on academic track according to academic need. ESOL students are not provided with an equal opportunity to do well on the English-only state assessments. There is a dire need for school districts to create programs that support the acquirement by ESOL enrolled students of English language skills necessary to function with an academic setting to their fullest potential.

My vision for the future of TFES is that ESOL students will receive the necessary support from the school to achieve academic success. This academic success for the
ESOL students at TFES will appear in the form of standards proficiency as well as second language (English) development. TFES administrators, instructional coaches, teachers, and ESOL paraprofessionals will work collaboratively to provide unique learning opportunities for ESOL enrolled students, such as participation in the Saturday Leadership Academy. Furthermore, mandatory state and district assessments will provide ESOL students with opportunities with alternative testing choices such as the ability to translate the English-only tests into the home language. ESOL students will have the opportunity to display their learning proficiency of the state standards without experiencing language barriers on testing materials.

In an effort to plan out my vision for TFES, I utilized Wagner’s (2006) 4c’s in a “TO-Be” chart (Appendix K). Using Wagner’s 4c’s in the “To-BE chart allowed me to deeply consider TFES’s current status for its ESOL program, and how to improve upon that program to further promote ESOL enrolled student achievement.

**Contexts**

Student academic growth is determined by the level of proficiency they exhibit on academic assessments that are based upon state grade level standards. According to the results of my study, 81% of ESOL students at TFES failed the 2016-2017 reading state assessment, the FSA, and 73% of the ESOL students at TFES failed the 2016-2017 math state assessment the, the FSA. The failure of these assessments by the ESOL student at TFES are attributed their lack of English proficiency. The assessments geared at measuring students’ competency in the standards, created a barrier of success for students who cannot read or write in English.
Through change, ESOL enrolled students not yet proficient in the English language may be provided with options to show competency in grade level standards. In an effort to determine standard proficiency, the ideal context, ESOL students will be provided the English only test, and with the technology to assist them in translating the testing data into the home language and translating their responses if necessary, into English. ESOL students will continue to receive additional time to complete the assessments, and will continue to be tested in small groups. These groups will be closely monitored by testing proctors and security settings on the technology to ensure testing security. This process will not require the use of extra funding as ESOL students will be utilizing materials that already available at the school sites (Rowe, 2016).

In an ideal context, society will begin to provide an equitable learning environment to all students, including ESOL students, by providing opportunities that support academic growth. In addition to having the opportunity to translate test material, ESOL students will also have had a year’s attendance of the Saturday English Academy offered at TFES. The consistent exposure to and support in learning the English language for six days out of the week will provide the ESOL students the opportunity to become English proficient at a faster pace than in the past. ESOL enrolled students will increase the pass rate on SSD’s English proficiency assessment, WIDA.

Culture

During my evaluation, I discovered that ESOL students at TFES were not receiving authentic ESOL support. According to more than half of the teachers interviewed admitted that collaboration among the ESOL teachers and ESOL support paraprofessionals was not occurring at TFES. Without communication between the two
groups of ESOL staff at TFES, ESOL student data was not discussed, nor were the individual needs of the ESOL students being addressed. In addition to the lack of collaboration among teachers at TFES, I discovered that teachers were not receiving opportunities for and not requesting training in ESOL classroom strategies. Both TFES administration and ESOL staff to include teachers and paraprofessionals were not taking the responsibility to promote further learning in strategies that are used to increase student achievement.

The ideal culture for TFES would be to have an ESOL program in place that authentically supports the academic learning of speakers of other languages. In this culture, school administration would show their support of ESOL students’ achievement by providing ESOL professional development opportunities for all TFES staff. In addition, school administration would schedule weekly collaboration times for ESOL teachers to discuss ESOL student needs, ESOL student data, and strategies that would support the ESOL students’ learning in specific content areas. Also, TFES administration would foster input from ESOL staff as to effective resource materials to be used to support the learning of ESOL students. The collaboration, and training of staff at TFES would further assist in the success of the ESOL students who attend the Saturday English Academy, as teachers would utilize the learning to create authentic lessons. Through these provisions to TFES staff, administrators would demonstrate their interest in and communicate expectation for ESOL student achievement.

A school culture that invests in its students and staff demonstrates their ability to see the learning potential in all students. ESOL students would benefit greatly from such a school culture, as the students will be seen as individuals with learning potential as
opposed to individuals with language barriers. The TFES school culture will be open and inviting to students with various academic needs, to include ESOL students.

**Conditions**

The results of my evaluation revealed the conditions at TFES were not conducive to the authentic learning for ESOL enrolled students. Only 2% of TFES’ students had the ability to pass SSD’s 2016-2017 language proficiency assessment, WIDA. More than half of the students that has taken the WIDA assessment, had been enrolled within TFES’s ESOL program for more than 2 years. In addition to not passing the WIDA assessment, many of these students were not successful on the state End-of-year reading and math assessments, the FSA. For some ESOL students, especially those in grade 3 that had been in the ESOL program at TFES for more than 2 years, it meant the possibility of retention. Based upon these observations, I determined that TFES staff did not have the correct support measures in place to truly support ESOL student learning.

The ideal conditions at TFES would be where ESOL enrolled students are not plagued with timelines for learning. Rather, ESOL students will learn English at their own pace, but with the support of TFES staff. TFES staff members will be trained in the use of ESOL strategies, and will utilize ESOL student data to collaborate on, reflect upon and to guide instruction. TFES students will be supported daily by ESOL support staff within ESOL classrooms that are equipped with grade appropriate ESOL materials. ESOL students will have access to technological devices that will assist them in the translation of materials from English into their home languages. In addition, ESOL students learning will be supported by the mandatory attendance of the Saturday English Academy.
ESOL students will be assessed using the state assessment (Reading and Math FSA) and SSD’s language proficiency assessment, WIDA. In cases where ESOL students do not pass the state assessment in the 3rd grade (results are used in the 3rd grade for promotion purposes), successful results on the district’s WIDA test will be considered. ESOL students will be allowed to achieve full English language proficiency at their own pace.

Competencies

According to my research data, ESOL students at TFES are screened by the ESOL Compliance Specialist to determine whether they are in need of language support services. Once the student results indicate to TFES’ ESOL staff that ESOL support from the ESOL program is necessary for the student, the student is placed into a mainstreamed classroom with an ESOL certified teacher. The ESOL student also receives daily classroom support from an ESOL support paraprofessional when the ESOL paraprofessionals are available to do so. ESOL certified teachers at TFES apply ESOL strategies such as small groups, peer tutoring, computer programs, and games to enhance the learning experiences of the ESOL students within the classrooms.

Many of the above-mentioned competencies that TFES encompasses are ideal for an ESOL program to be successful. However, ideal competencies will involve TFES enhancing the instructional and support skills of its ESOL staff. In addition, the ESOL staff need professional development, and time to collaborate effectively. Therefore, the future ideal competencies for TFES will be to improve the skills of ESOL staff through professional Development. Furthermore, TFES will enhance the daily in classroom support by ESOL paraprofessionals, by assigning at least three ESOL paraprofessionals
per grade level (grades 3-5). The paraprofessionals within each grade level will provide support services for students within the classroom for longer periods of time and in various subject areas. In the absence of a grade level paraprofessional, the two others would split the additional assignments and attend to those students within the classrooms. All ESOL student at TFES will be supported by an ESOL paraprofessional every school day.

ESOL teachers and paraprofessionals will meet to discuss and address ESOL student performance as determined by the quarterly progress monitoring assessment. TFES will assess student learning, reflect on methods that are working, and adjust lessons where necessary. ESOL students will receive additional support from the mandatory Saturday Academy. Furthermore, ESOL student pass rates on all state and district assessments may increase on a yearly basis.

**Conclusion**

In an ideal culture, TFES ESOL students will receive learning support from highly trained staff. TFES ESOL staff will collaborate on a weekly basis to discuss ESOL enrolled student progress. In addition, TFES’ ESOL staff will be provided with professional training opportunities and instructional materials needed for planning and supporting authentic learning.

TFES will showcase ideal conditions through the release of ESOL students from learning timelines. As opposed to being given a 2-year timeline to become proficient in the English language, as per state policy, ESOL students would learn at their own pace. ESOL enrolled students would not feel pressured to fulfil timelines that are not based upon their individual abilities.
TFES will have ideal competencies that embrace the diversity of ESOL enrolled students. TFES will provide a safe learning environment for ESOL enrolled students, where they will academically thrive. TFES will have knowledgeable staff and programs that directly address the needs of all ESOL enrolled students.

TFES will become a leader in the provision of authentic ESOL support strategies. ESOL students at TFES will showcase improved pass rates on state and district assessments as a result of TFES ESOL staff efforts. TFES will have trained staff that collaborate to provide the best strategies that will potentially increase ESOL student achievement.
SECTION SIX: Strategies and Actions

Introduction

ESOL students depend upon the actions of school officials to assist them in their journey to learning. Learning does not only refer to a new language but also is reserved for grade specific standards. Unfortunately for many ESOL students in public school settings, actual learning cannot be measured or determined based upon the fact that the assessments provided are written in English—only, a language with which they are not familiar with. ESOL students endure many struggles in the quest to become active and engaged academic achievers.

Based upon my study, I have discovered several areas that are in need of change to promote positive learning experiences for ESOL students enrolled with public school classrooms. TFES has had a great number of ESOL enrolled students fail state and district tests based upon the assessment being written in English. ESOL students at TFES fail these assessments, even after receiving in-classroom ESOL support services throughout the school year.

Although TFES appeared to have genuine concerns for students, as determined by my interaction with the staff, they have failed to provide the proper support system necessary to foster academic gains in ESOL enrolled students. TFES lacks teacher collaboration, authentic ESOL teacher resources, and teacher ESOL professional development opportunities. Each of these concepts assist teachers in utilizing the best practices within the classrooms, and they are lacking at TFES.
Strategies and Actions

My desire is to turn around the ESOL program at TFES. First, by preparing teachers with the necessary tools to address the classroom needs of ESOL students. Secondly, by providing an additional opportunity, the Saturday English Academy to assist ESOL students in English language acquisition. Through the implementation of these actions, my hope is to raise the achievement level of ESOL enrolled students as determined by the achievement of passing scores on the FSA and WIDA assessments (Middleton, 2014).

The current status of TFES’ ESOL program is plagued by the lack of time, the lack of collaboration, little professional development, and very little instructional support tools. I determined the before mentioned challenges, as I discovered themes from survey data and interview data collected from TFES staff participants. As a part of the strategic action plan, each of these items will be added to the TFES ESOL staff experiences. This includes the addition of resourceful instructional materials and quarterly professional development activities. Learning and collaboration for TFES staff will be a TFES norm in the quest to provide authentic learning opportunities for its ESOL enrolled students.

When TFES provides voluntary Saturday English Academies, its ESOL enrolled students will have an opportunity to strengthen their English proficiency skills. This academy will present students with hands-on, conversational skills that can be used in everyday life. As a result of being exposed to the English language in a relaxed setting, the hope is to expedite the student English proficiency by creating interest in doing so.

No change can occur successfully without a plan of action. In an effort to achieve the strategies I have suggested for TFES, I have created an action plan (Appendix K).
Although my overall goal is to increase the achievement of ESOL enrolled students at TFES, I have determined several steps that need to occur.

**Collaboration.**

The current situation at TFES is that ESOL teachers and ESOL support paraprofessionals do not have the time to collaborate. In an ideal setting, TFES administrators would open the communication about the needs of the ESOL program by including ESOL data in the beginning of the year to address on the current state of achievement at the school. TFES administrators, instructional coaches, ESOL teachers, and ESOL paraprofessionals would meet on a monthly basis to further discuss the state of the ESOL program as the year progresses.

Also, TFES ESOL teachers and ESOL paraprofessionals would meet to discuss ESOL student data and the individual needs of the students that their efforts support on a weekly basis. The plan of action to achieving the ideal status at TFES requires administrators to create a monthly schedule for mandatory ESOL team meetings. ESOL teachers and paras must provide assessment data and strategies used in the classroom. TFES administrators would also provide a schedule with mandatory weekly collaboration time for ESOL teachers and paraprofessionals.

During each collaboration period, ESOL paraprofessionals and teachers would keep a log indicating the progress of each meeting. Collaborative efforts will commence during staff professional days at the beginning of the school term and would continue throughout the school year. TFES administration would be required to monitor the progress of the collaborative efforts (Marzano & Walters, 2009).
Professional Development.

The current status at TFES as determined through my evaluation is that TFES administration does not provide professional development for ESOL strategies for its staff. However, I learned that teachers at TFES have failed to communicate to administrators the desire to participate in professional development on ESOL strategies. In my experience, I have learned that issues cannot be addressed if no one knows that they exist.

The ideal situation for TFES is for administrators to host quarterly Professional Development opportunities on ESOL strategies during faculty meeting days throughout the school term. TFES can collaborate with SSD’s Multicultural Department to assist in providing ESOL workshops at the school. Lastly, TFES administrators and instructional coaches should also schedule one-on-one meetings with teachers to determine their Professional needs. After providing teachers with training opportunities, TFES administrators and instructional coaches would monitor ESOL classrooms for the use of suggested strategies and their effects on student learning from the trainings provided.

To achieve the ideal situation at TFES, administrators or instructional coaches would meet with all teachers during the fall and spring terms to determine training needs. TFES would also host one Professional development training in ESOL strategies per quarter, for a total of 4 during the school term. The effectiveness of the professional development opportunities would be evident to administrators as they conduct classroom walk-throughs and visits continuously throughout the year.
Support Materials.

In my evaluation, I determined that TFES teachers are not content with the quality of instructional support materials used for ESOL students. Once again, I discovered that teachers were not communicating their concerns about the ESOL support materials with school administrators. At the same time, it appears that school administrators did not seek input from the teachers based upon participant survey and interview responses. Clearly TFES is experiencing the lack of communication.

An ideal status for TFES would be to have a variety of teacher ESOL resources housed at the school. If these materials are placed within the ESOL office at TFES, teachers would have the opportunity to get suggestions for the best materials to support their lessons from the ESOL Compliance Specialist. These materials would be available for teacher checkout.

My plan of action for TFES to acquire the ideal status involves administrators and instructional coaches collaborating with SSD multicultural department for guidance on authentic ESOL support materials. TFES administrators, instructional coaches, ESOL teachers and ESOL paraprofessionals will provide input on useful ESOL resources. Then, TFES administrators would purchase the suggested resources needed to support ESOL student achievement.

All communication about resources would occur at the beginning of the school year to assure that teachers would have the materials available for immediate use at the start of the term. Then, at the end of the school year the administrators would meet with the groups once again to determine additional resources to purchase prior to the start of the next school year. TFES administrators will add ESOL resources on a yearly basis.
Saturday English Academy.

According to the end-of-year data provided by FSA math and reading testing data, as well as the WIDA assessment, TFES administrators will provide evidence that supports the benefit of hosting of the voluntary Saturday academy. Although the Saturday English Academy has not been implemented, it can serve as a platform to raise TFES’s ESOL program to an ideal status. ESOL enrolled students will attend the 2-hour per session, Saturday English Academy throughout the school year. This extra English support time would assist ESOL students in acquiring English proficiency skills necessary to achieve academic success.

My plan of action requires TFES administration to first address the staff at TFES about the status of the ESOL program at TFES at the very beginning of the school year. TFES administrators will also communicate the need and idea for the Saturday English Academy to parents and the community during an open forum to gain buy-in and understanding of the need for such a program. TFES administrators will also consult with the multicultural department to provide suggestions for resources that would be used during the Saturday Academy.

To assist with the initial implementation of the voluntary Saturday Academy, TFES administrators will create a committee whose members will formulate a plan to fundraise to support the costs of the program. TFES administrators will seek out and create contracts for teachers interested in running Saturday sessions. Next, TFES administrators will meet with parents and students enrolled in the ESOL program to encourage participation.
TFES will need to assure that the program being implemented is working. Therefore, TFES administrators will monitor student achievement in conjunction with their attendance of the Saturday academy and will adjust the program in areas that are deemed as necessary. Finally, TFES will share positive results of the Saturday Academy with other schools throughout the district.

**ESOL Student Testing Performance.**

According to my research, TFES ESOL students did not always perform well on state and district assessments. In fact, in the 2016-2017 school term, 19% of ESOL students at TFES passed the reading FSA and 27% of ESOL students at TFES passed the math FSA. In addition, only 2% of ESOL students at TFES passed the 2016-2017 WIDA. Clearly, the TFES ESOL program is in need of change.

The ideal conditions for TFES is that ESOL students will achieve higher pass rates on state and district assessments. Also, ESOL students will have the opportunity to securely translate testing material into their home language and translate responses back to English with permission from the state. In using the translator applications, ESOL students will have the opportunity to be assessed specifically for grade level standard proficiency.

My plan of action for TFES begins with ESOL students being invited by the ESOL staff to attend the Saturday English Academy at the very beginning of the school year. The students will start off the school year having the extra English language support. The next matter at hand would be for TFES administrators to appeal to SSD leadership for the promotion of adding the new translation accommodations for ESOL enrolled students when taking state assessments. Lastly, TFES administrators will appeal
to SSD leadership to allow WIDA test scores to be used in the determination of promotion in grade 3 to ensure that promotion is based upon ability as opposed to language.

**Conclusion**

TFES has a vision of success for all students. In keeping with this vision, TFES will address its current challenges involving ESOL staff needs and ESOL student needs by following the above suggested strategies. Furthermore, to assure successful changes, TFES must also stay focused on a plan for action (Appendix L).
SECTION SEVEN: Implications and Policy Recommendations

Introduction

The most challenging position for a school district is to discover itself as not being prepared for challenges that may arise pertaining to student achievement. In preparation to meet changing student needs, districts and schools must assess student achievement, adjust instructional methods, implement the adjusted methods, and then reflect. This process mentioned in my prior statement, is cyclical in nature and allows for real time feedback along the way to achieving the overall vision of providing an equitable education to all students. Sometimes to attain equity in education, the organizational change is so important that it also creates the need for a change in overall policy. Policy changes can occur at the Federal level or school district level.

While attending to student achievement needs, schools and districts must ensure accountability and plan accordingly for potential challenges. According to my findings, ESOL students at TFES were struggling to proficiency on grade level standards by acquiring passing scores on the state mandated FSA reading and math assessments. These assessments are provided to ESOL students written in the English language with which they struggle to understand. This means that ESOL achievement scores on such assessments are influenced by the lack of proficiency in the English language. In fact, I discovered that the ESOL student results on the state’s FSA assessments did not reflect the actual academic abilities of the ESOL students as intended. Therefore, I am proposing a policy at the state level that would provide the option for ESOL students to attend English proficiency courses outside of the normal school day. This policy will also
provide a translation accommodation for ESOL students to use while taking the state’s required English-only assessments.

My suggested state-level policy to provide ESOL students to attend voluntary English proficiency courses hosted by the school districts, outside the normal school day. In addition, this policy will also allow schools such as TFES the opportunity to provide a translation accommodation for ESOL enrolled students while taking the state English only assessments. Based upon the findings in my program evaluation a policy that incorporates the components such as the provision of a voluntary Saturday English Academy, and a translation accommodation for ESOL students on state assessments could possibly have lasting positive effects on ESOL student achievement at a school such as TFES. The outcome of following this policy through for TFES, would be increased ESOL enrolled student assessment scores, which would indicate increased student learning gains.

The 2016-2017 FSA assessment data indicated that ESOL students at TFES were passing the reading assessment with only 19% of the students showing proficiency in the standards. On the other hand, 81% of TFES’s ESOL students were unable to demonstrate proficiency in grade level standards after receiving a year’s worth of classroom ESOL support, and in some cases, even longer. Actions for change that are taken by a school should reflect the school’s interest in assuring that every student finds success. The measures schools use to measure student success should not only be equal, but also equitable.
Policy Statement

Through my research, I have determined that TFES services a great number of ESOL enrolled Students. Each of these students are required by state law to participate in the annual state assessment for English and math proficiency. According to the ESOL enrolled student testing data at TFES, more than half of the ESOL enrolled students who take the state’s standards assessment exams receive failing scores in both reading and math. As a result of this occurrence, I have selected to recommend a policy change that allows school district to provide voluntary Saturday English Academies for ESOL enrolled students, and the use of a translation accommodation while taking state assessments.

Another occurrence that supports my policy recommendation, is that literacy proficiency combined with high score results on the WIDA assessment determine the ability for the ESOL enrolled students to be released from the ESOL program. Based on the 2016-2017 results, only 2% of ESOL enrolled students received eligible scores and were exited from TFES’ ESOL program.

ESOL enrolled students are required by state policy to be assessed on the state exams that are currently written in English. Therefore, a student may have gained proficiency in an area, but it may not be evident as the language may create a barrier. I am proposing a policy that would provide ESOL students with an opportunity to practice and learn English skills at a faster and more consistent rate.

I propose that the district implement a policy where ESOL enrolled students are provided with a 4-hour voluntary Saturday English academy that focuses primarily on English language acquisition (Middleton, 2014). The language strategies taught to
students in the Saturday academy, would supplement strategies used by classroom teachers and ESOL support paraprofessionals during the regular school week.

In addition, ESOL students taking these exams would receive additional accommodations which would allow the use of a secured translation computer application. I propose that the district implement a policy where ESOL enrolled students are attend a 2-hour voluntary Saturday English academy that focuses primarily on English language acquisition. As a part of this policy, once students attain a level three or above on the reading FSA in combination with a score of level 5 in the WIDA assessment, students will be graduated from the Saturday English Academy and exited out of the ESOL support program. Once again, I deem this policy as necessary based upon the 2016-2017 ESOL assessment data at TFES that revealed only 2% of the ESOL enrolled students had achieved scores providing them with the eligibility to exit the ESOL program.

Analysis of Needs

Educational Analysis

As I reviewed the results of my evaluation, I completed an overall educational analysis that traced the implications of the contexts TFES has faced as a result of the lack of such policy in which I have proposed. The reality at TFES is that ESOL teachers and ESOL support paraprofessionals do not collaborate regarding student progress or support needs. Students are unable to receive the full benefits of ESOL support measures when ESOL teachers and ESOL support paraprofessional do not have a common plan. In addition, TFES administration and instructional coaches at TFES do not discuss ESOL
student academic needs, ESOL training needs for teachers, nor the types of support materials that are available to support ESOL student in-class learning.

As a result of the challenges faced in the implementation of TFES’ ESOL Program, based upon the 2016-2017 state assessment data, FSA, the majority of ESOL enrolled students in grades 3-5 are not passing standard-based testing. An additional factor in ESOL student testing performance is the lack of English language proficiency. My educational analysis of the current ESOL practices at TFES, indicates to me that without my proposed policy being implemented, the current ESOL testing practices are non-productive.

I believe that my suggested policy is necessary policy based upon the 2016-2017 ESOL assessment data at TFES that revealed, only 2% of the ESOL enrolled students had achieved scores providing them with the eligibility to exit the ESOL program. Also, as a result of these results, more than half of the ESOL Enrolled students were state proficiency levels. I therefore believe that funds are being, wasted on the purchasing of testing materials which have not showcased the manner in which they have enhanced the learning of ESOL enrolled students. Rather, I believe that these assessments are creating extraneous conditions for ESOL students to adapt to the new language. Furthermore, I believe that the current state of required testing for ESOL students does not accurately identify the true academic growth and potential of ESOL enrolled students (Marzano, & Walters, 2009). Therefore, the implementation of my suggested policy would alleviate many of these educational challenges that ESOL students at TFES encounter.
Economic Analysis

As I reviewed the results of my evaluation, I completed an overall economic analysis that traced the implications of the problems the lack of my policy has caused for TFES. In context, assessments for accountability and professional development for curriculum changes are two costly endeavors for school districts. Over the last few years, national and state policy changes have required districts to become more transparent about their efforts in raising student achievement. Although the request for transparency appears to me to be reasonable, like all change efforts, it requires the use of additional resources.

TFES has a budget that is already being stretched to its furthest limits (Rowe, 2016). TFES has the responsibility of accountability for the assessment performance of ESOL students. In doing so, TFES must provide adequate support staff, training opportunities, collaboration opportunities, and curriculum support materials to ensure that ESOL strategies being implemented at TFES align to state standards and authentically support ESOL achievement. In addition, the functioning of a Saturday English Academy will be provided added support to the ESOL student learning experience at TFES but will also create additional costs in the beginning stages. Teachers for the Saturday English Academies will also require pay, and training opportunities. Furthermore, resources and a curriculum for the Saturday English Academy would be necessities.

Each of these efforts, although costly, are necessary for ESOL student achievement. My economic analysis foresees that in the future, funding once directed toward after school tutoring programs can be redirected to support the Saturday English Academy. Teacher training and curriculum resources are already accounted for in the
school’s general budget and should not require additional expenses. Furthermore, because the program is voluntary, SSD will not be required to provide transportation. Transportation costs will be the responsibility of the families of students attending the Saturday English Academy.

TFES will create a committee consisting of members from the community and TFES’s staff. This group will be responsible for creating fund raising events to purchase learning materials that will support the functions of the Saturday English Academy in its initial stages. I forecast the need for less tutoring efforts based on the English support that ESOL students will receive at TFES through the Saturday English Academy. Thus, funds that were once funneled into tutoring programs could be redirected to support the needs of the Saturday English Academy and fundraising for supplies will no longer be necessary. In regard to ESOL testing accommodations, no extra funds would be required to allow the policy to be implemented. The technology at TFES is already available and can be applied in small group activities during the Saturday English Academy.

Social Analysis

As I reviewed my evaluation, I have made a comprehensive Social Analysis of the implications of the policy problem. Unfortunately, educators assume that parental involvement in student learning is related to social class. Author Susan Auerbach has described this negative thought process as “deficit thinking” (Auerbach, 2012 p. 35). In context, some educators believe that students from poor backgrounds have parents who are unable to help them succeed in school. However, the home-school relationship can have a great impact on student learning. As I determined from TFES responses to my interview and survey questions, many teachers believe that the ESOL students with more
parental support at home have often made greater achievements. TFES staff needs to view parents as partners in learning. Therefore, this means going above and beyond to help parents feel invited to be a part of the learning process at TFES. Parents need to be given opportunities to provide input, and by creating these opportunities within the schools places the learning accountability on everyone (Eaker & Keating, 2012).

According to the data I collected, most of TFES’ ESOL parent communication has been in the form of teacher conferences or phone calls. The implementation of my suggested policy would involve parent and community input on providing individualized assistance to ESOL enrolled students to meet their immediate academic needs. Since parents, staff and community members will be working collaboratively to support the functioning of the Saturday Academy, my policy has become a way to bridge the home-school and school-community relationships at TFES.

**Political Analysis**

My evaluation process has allowed me to complete a Political analysis that traces the implication of the policy problem. In context, public policy development, money is a major factor. The wealthier a company or individual or entity is, determines better chances influencing public policy development (Roach, 2007). Thus, this statement supports the fact that many policy choices are dependent upon the support of major political players. One problem that the implementation of suggested policy may encounter, is the acquirement of school board approval.

In context, my policy suggestions involve the redistribution of school funds as well as the backing of community members. However, the school board would have to vote upon the validity and need for such a policy. According to the interest of the school
board, and other community office holders the policy can be presented to the political leaders in the state capital. If the politicians and school board determine my policy is of value to the education of ESOL students, they may use their political influence to have it approved. SSD district may receive recognition from political leaders for bringing innovation into the way our schools provide educational support for ESOL students.

**Legal Analysis**

I have conducted a legal analysis of the implications of the policy problem at TFES. Since mandatory state standard assessments are written in English-only, it means that ESOL students are not receiving an equitable opportunity to demonstrate academic competencies. In my opinion, the practice is unfair, and goes against the “legal obligation of schools to ensure that learning at public schools is equal and equitable for all” (Landsman & Lewis, 2011 p 19).

My policy, therefore, alleviates the inequity of performance opportunities that ESOL students have been experiencing through traditional assessment practices. ESOL enrolled students will be able to take the assessment just as other students in the grade levels do. However, when provided with the translation accommodation, they will also have the ability to understand and respond to the questions as speakers of English do.

The provision of the accommodations for translations are not costly as ESOL students take the state assessments on computers. The technology is, therefore, already in place at most schools. However, if there are instances where the technology at the school level is not enough, it can be purchased with the extra school funds allotted to support ESOL student learning.
Another legal implication that can be placed into context is that of discriminatory practices. After observing the efforts that both TFES and SSD are making for ESOL enrolled students, parents of other demographic groups may request the same types of learning assistance. For instance, parents of students struggling with math may request a Math Academy. In another instance, a parent of a student enrolled in the Special Education Program may request an Academic academy also be provided at TFES on a Saturday.

In my opinion, I believe that the Saturday English Academy can grow into other academic academies. I believe that conversations can occur as to the needs of all students at TFES, and that stakeholders collaborate on authentic solutions for learning. My Saturday English Academy is one idea that targets one group of students that have been struggling academically. However, to avoid legal implications, the focus of all stakeholders should remain on increasing student achievement.

**Moral and Ethical Analysis**

The moral analysis of the policy problem surrounds the responsibility for schools like TFES to welcome diversity. In context, this means that TFES would need to ensure that ESOL support staff and ESOL teachers are equipped with the best strategies to increase ESOL student learning. The Saturday English Academy exemplifies this moral obligation as teachers who participate in running the Saturday English Academies will need to be trained in ESOL strategies that raise student achievement.

In my opinion, the ethical analysis of the policy problem revolves around student assessment expectations. In context, by providing ESOL students with assessments that were written in English only, and using their performance on such to determine academic
achievement is not ethically correct. Rather, I find this practice to be unfair as it holds ESOL students accountable for something they have no control over. I therefore think that by providing translation accommodations for ESOL students on state assessments, there is a provision of equity and equality.

The implementation of my policy would allow TFES to display its concern and dedication to the academic growth of all students. ESOL teachers will have the proper tools to extend background knowledge and increase understanding of standards-based concepts buy ESOL enrolled students at TFES. The welcoming atmosphere that ESOL students at TFES would experience through my policy implementation would rank TFES and SSD highly in the area of having a culturally proficient culture (Lindsey, Jumgwirth, & Pahl, 2009).

**Implications for Staff and Community Relationships**

My policy will include implications for staff relations and support. The ESOL staff members will serve as the foundation for the longevity and the success of the ESOL program at TFES. Staff members will receive many opportunities to grow professionally by attending on-site workshops that will address ESOL classroom strategies.

The professional development opportunities will provide TFES’ ESOL staff with the ability to relate content area material to ESOL students using a variety of platforms. TFES will create professional bonds with ESOL staff that would assist them in selecting the correct strategies to match specific ESOL needs. ESOL students will also begin to form deeper bonds with teachers and ESOL paraprofessionals that will enable better working relationships.
My policy will enable staff members to collaborate and communicate with administrators and parents in more positive ways (Middleton, 2014). The staff will work as teams with common goals and will therefore receive the support needed to motivate ESOL students and increase learning. Staff at TFES may be more willing to participate in collaborative teams as opposed to the description of forced collaboration they indicated in my initial interviews and surveys.

Other stakeholder relationships that can be considered are those that include educators from other schools, districts, and states. Since the policy being implemented has originated at TFES, many other educators can learn from TFES’s actions. In addition, TFES, can have the opportunity to collaborate with other educators and also formulate enhancements to the programs and actions brought about by my policy. I believe the implications of these relationships will be positive as they will further develop the policy to promote and enhance the learning experiences of ESOL students across the nation.

The policy implications for community relationships are very positive. My policy will provide communication opportunities between TFES staff and community members to encourage a shared vision of success for all students between district and community (Block, 2009). Through the creation of the ESOL committee (parents, community leaders, TFES staff), members of the community will have a platform to share input on the ESOL learning process at TFES. In addition, the positive relationship between TFES and the community, would provide opportunities for TFES to access additional resources to aid in ESOL student academic growth.

The policy implications for other stakeholder relationships are also very positive. For instance, SSD becomes known for “student first” mentality among members of the
community through the promotion of the Saturday English Academy. As a result, of SSD schools exhibiting an open nature to diversity, more stakeholder groups may show added support to district initiatives. Community members may donate time, and even goods to support the students within the district. Furthermore, SSD would receive additional resources and services dedicated to them by the business partnerships with the members of the community (Block, 2009).

Parent involvement is key in helping students to achieve. According to TFES’ administrator during the interview, the more involved parents are in the educational process, is the more successful the student is at school. This policy involves creating a committee to fundraise for its initial stages. The policy also requires parents to bring their children to school for Saturday English lessons. Thus, without the involvement of the parents, the policy of itself lacks support. My suggested policy is a way of encouraging ESOL students to academically achieve.

Conclusion

In chapter 7, I had the opportunity to explain to my readers the various implications and the recommendations as they related to my policy. The policy that I have recommended is the choice for school districts and schools to provide Saturday English Academies for students enrolled in ESOL programs. My policy also calls for the provision of translation accommodations for ESOL enrolled students as they take the state assessments. This policy recommendation, I have made serves to increase the academic achievement of ESOL enrolled students at TFES.

Based upon the findings of my evaluation, I determined that TFES was in need of making organizational changes regarding its ESOL program. ESOL staff Surveys,
Interviews, and ESOL student state assessment data from TFES indicated that TFES’s ESOL was facing many challenges. Some occurrences such as the lack of ESOL staff collaboration, limited tie frames, limited instructional support materials, and the lack of ESOL staff training opportunities were among the various barriers to success that TFES’ ESOL program encountered. Furthermore, based on the level of support TFES’s ESOL enrolled students, the results of the 2016-2017 reading FSA and math FSA results indicated that only 2% of students attained a proficiency level that allowed them to be exited out of the ESOL program. Based on the assessment results, most ESOL enrolled students at TFES did not receive passing assessment scores. Therefore, as a means to aiding in ESOL student academic growth, I have suggested my policy changes for TFES to follow.

An economic analysis of my policy indicates that extra funding for instructional support materials will be needed only in the beginning stages of the program. Using ESOL funds, teachers can receive pay for the 2 hours of contracted work at the Saturday English Academy. Since student attendance is voluntary, TFES will not incur additional transportation costs. In fact, the idea of the Saturday English Academy is to reduce the number of students receiving after or before school tutoring. The less students enrolled in after school tutoring, the more funds, the school will have.

Analyzing my policy from an economic standpoint has indicted benefits to TFES. As I mentioned in the preceding paragraph, by hosting the Saturday English Academy, TFES might possibly save funds. Many ESOL enrolled students at TFES are enrolled in after or before school tutoring to increase reading proficiency. If ESOL enrolled students attend the Saturday English Academy, the need for additional reading support may
decrease at TFES. With a decrease in student need, TFES could experience lower numbers of students enrolled in its tutoring sessions. As a result of saving money on student tutoring, TFES can redistribute those funds to support other student academic needs.

A social analysis of my policy focuses on two important aspects. The first aspect is the cultural proficiency of TFES. TFES’ ESOL staff must be trained in authentic teaching methods and strategies that will assist in raising the academic performances of the diverse ESOL enrolled student population. The second aspect of the social analysis is the importance of gaining stakeholder trust to support learning initiatives as presented by TFES. TFES must formulate relationships with parents and the surrounding community as a mean of supporting academic growth initiatives.

On the political forefront, the policy analysis revisits the aspect of funding. The changes in policy that I have presented are cost-effective as they do not require additional funding. Rather as opposed to requiring additional funding, TFES will save money on the tutoring forefront. As a result of saving money, TFES can then redistribute the funds to support other academic endeavors. However, because this policy recommendation requires budgeting inquiries, it takes the situation into the political forefront.

After analyzing my policy on a legal forefront, I have considered two aspects of inequality. On one hand, TFES is responsible for ensuring that ESOL enrolled students receive the support needed to be successful learners. On the other hand, TFES has the responsibility to ensure that all students receive the support needed to become successful learners. On a legal forefront, based on my policy, some stakeholder groups may feel as
though their students are being left out. As a consideration, TFES will have to create forums to discuss and consider suggestions for reaching other struggling student groups.

On a moral forefront, my policy again addresses the ability of staff to meet ESOL enrolled student needs. Staff actions toward support provisions and the ability for TFES staff to motivate ESOL enrolled students will influence student learning outcomes. Staff at TFES must be trained to make the student Saturday English Academy successful with regard to student learning gains.

Unfortunately, ESOL enrolled students are required by the state to take an end-of-year proficiency assessment in English only. Based on my evaluation results, more than half of the ESOL enrolled students receive failing scores on the state assessments. From an ethical standpoint, ESOL enrolled students are being asked to show achievement on an assessment written in a language they cannot comprehend. Ethically, my policy provides an opportunity for ESOL students to showcase academic proficiency through the receiving translation accommodations for State mandated English-only Assessments. Basically, ESOL enrolled students will have an opportunity to showcase their reading and math proficiency skills without having barriers to success in place (Marzano & Walters, 2009)
SECTION EIGHT: CONCLUSION

Introduction

My evaluation began as I observed that ESOL enrolled students were being tested in English on state mandated test without having English proficiency. In my opinion, this practice has been unfair to ESOL enrolled students and is a certain contributor to an achievement gap amongst ESOL students and English-speaking students. As educational organizations, school districts must be willing to make the necessary changes to ensure that all students succeed.

As I collected and analyzed data from TFES during my evaluation. This data was represented in the form of staff surveys, staff interviews, and student state assessment results. As I reviewed my data, a few themes continuously surfaced. TFES’ ESOL program experienced barriers to success such as having limited time for collaboration, limited instructional materials, and limited Professional development opportunities. Although, these themes specifically targeted TFES’ ESOL instructional and support staff, the effects of not having these concepts in place were evident in end-of-year ESOL student state assessment data. This data showcased the occurrence of more than half of TFES’s ESOL enrolled population failing the state assessment.

My evaluation then led me to consider how to assist ESOL enrolled students to attain academic success, but also how to prepare TFES’ staff to provide the best learning opportunities for ESOL enrolled students. Thus, my proposal for change at TFES involves providing ESOL teachers with adequate professional development in ESOL strategies, adding collaborative time between ESOL teachers and ESOL support
paraprofessionals, and ensuring that teachers were equipped with the proper resource materials to support the in class learning for ESOL enrolled students.

In addition, my policy includes the provision of additional language support program outside of school hours for ESOL enrolled students. Some educators may disagree with my insight on the provision of such a program. However, based upon the immediate need of supporting the ESOL students, an adaptive measure such as mine may be the key to success.

Turning my policy into a reality for TFES may not come without resistance from some stakeholder groups. Some might state that my plan will cost too much money to implement. Thus, I have added in my research the economic and political implications, which counter this argument and showcase how my policy can save TFES money by decreasing the number of students enrolled in after school or before school tutoring. In fact, my research has led me to determine that the funds left over from the tutoring program could possibly be redistributed to provide other forms of needed academic support for students at TFES.

My policy could also encounter ethical resistance as some stakeholder groups may feel the additional efforts that my policy provides to encourage ESOL students should be extended to incorporate students from other struggling subgroups at TFES. This is a valid concern of which TFES stakeholders can collaborate to discuss strategies that could be implemented at TFES to raise all student achievement. I did not complete my evaluation and policy recommendation in order to ignore other struggling student groups. Rather, I wished to develop a plan of action that would create interest in others to
further develop my policy as to where it addresses the learning needs of all struggling learners at TFES. The promotion of student learning is and will always be my passion.

**Discussion**

This section serves to synthesize my program evaluation, my organizational plan, and my policy advocacy. The intended purpose of my program evaluation was to determine the effectiveness of TFES’ ESOL program on the academic gains of ESOL enrolled students as determined by the state’s English only end-of-year assessment, FSA. This process has addressed my purpose by revealing that very small percentages of ESOL enrolled students find success as determined by the FSA. In fact, in the 2016-1017 school year 19% of ESOL students received passing scores on the FSA Reading assessment, while 27% received a passing score the FSA math assessment.

The goals of my program were to determine which of TFES’ ESOL program methods had and positive effect on ESOL student academic growth, provide TFES with suggestions for addition effective ESOL methods, and to assist TFES in becoming recognized for its use of highly effective ESOL methods. During the course of my evaluation, I discovered that TFES had a support plan in place to support the academic growth of ESOL students. However, the plan was not executed effectively and student achievement on the FSA was very scarce (< 30% in reading and math). I have addressed my goals by determining the needs of the TFES’ ESOL through the feedback I received in surveys and interviews.

I suggested an organizational change plan that would increase teacher collaboration, provide professional development in ESOL strategies, and provide adequate resource materials to support the in-classroom learning of ESOL enrolled
students. In addition, my change plan encouraged collaboration between TFES and members of the community to support a Saturday English Academy for ESOL students to attend and build language proficiency. Through these efforts, ESOL Enrolled students at TFES would have increased opportunities to achieve success on the FSA reading and math assessments.

As a result of student performance on the FSA testing, I decided to advocate a policy change that would make attendance of the Saturday English Academy mandatory for ESOL enrolled students. In addition, my policy advocated a translation accommodation for ESOL students to use when taking the FSA assessments. Since the FSA assessment is a standards-based test, I believe that ESOL students should be assessed solely on those standards. Therefore, during the test, ESOL enrolled students will use technology to securely translate testing questions into their home language, and to respond in English. I believe that my plans for change will allow ESOL students to display higher levels of achievement on the English only FSA assessments.

**Leadership Lessons**

I have gleaned several leadership lessons in the course of completing my program evaluation. I will address three of my biggest lessons. In my opinion, leaders must always set their focus on awareness, communication and on innovation.

I have also learned, a leader must be aware of the state of the organization they lead. A leader must understand the true reality in an effort to move the organization forward in a positive direction. To my understanding, within a school setting, increased student achievement is always the direction to move (Dufour, 2015).
Another lesson that resonated with me was that leaders should formulate relationships with all stakeholders and keep the lines of communication open. Communication of the overall vision assists the leader in getting the organization to become that vision. Furthermore, the positive relationship with stakeholders can further communicate that vision to others, allowing them to believe in (Fullan, 2008).

Lastly, I gleaned that leaders should never be afraid to think outside of the box. The most innovative strategies are born through thinking outside of the box. Leaders must be willing to take risks in the name of student learning.

**Conclusion**

In retrospect of my evaluation, I have learned that as an educational leader, ethical decisions lie within your hands. Leaders must determine whether the initiatives they make are truly for the betterment of the student experience. Furthermore, the leader must ascertain whether their efforts are inclusive to the diversity that the current school and district encompasses. Lastly, a leader must anticipate change, and must remain proactive in assuring that the change is for the good of all.

My evaluation and policy recommendation led leaders to become aware of the state of their organization. My evaluation provoked thought and discussions among leaders on what processes were working at TFES and those that were not. My policy recommendation was outside of the norm, and I developed my plan to indicate to educators that taking risks as a leader is sometimes necessary to enhance the student learning process at a school. My policy is an example of change that is for the good of all as it will lead others to develop other strategies to increase the learning gains of all students at TFES.
I know relationships mean everything, and although a leader is tasked to lead, he or she cannot move the organization on their own. The leader initiates the transformation process, but the members of the organization collaboratively make the movement. Collaboration requires that each party is heard and has their individual needs met.

As a leader, I will always remain resilient in my undertakings and cognizant of the workings of my environment. I cannot lead an organization unless I know who we are, where we are, and where we are heading. I must set a clear vision and ensure all who partake in this vision, do so on an equitable platform. Lastly, I must remember that education can never be deemed as a “one size fits all” process, as thinking in this manner is a recipe for disaster.
References


District Administration. (2015). Cincinnati Public Schools makes clear impact in reaching goals with instructional software: New program is designed to bridge linguistic differences among district students, parent and staff. *District Administration, 51*(9), 41.


Marzano, R., & Waters, T. *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.


Appendix A: Informed Consent Site Administrator

School Site Administrator: Consent to Conduct Research at School Site

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent for selected staff at your school to voluntarily participate in my dissertation project. The study is entitled: The Evaluation of One School’s ESOL Program. The purposes of my investigative and analytical efforts are to reveal to all stakeholders which components of the ESOL services provided at my school have been effective in raising the level of academic achievement for ESOL enrolled students.

My project will address the process of the ESOL program and how it impacts those involved at your school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding the ESOL program. I will survey, interview, and conduct a focus interview with up to 1 principal, 1 assistant principal, 1 ESOL Compliance Specialist, 2 ESOL paraprofessionals, 2 instructional coaches, 2 district personnel from the Multicultural Department, and up to 24 teachers in regard to their thoughts on the ESOL services provided at your school.

I will request several data points as a part of this evaluation process. All data is housed at the school level. From the attendance clerk and enrollment clerk, I will request the attendance and enrollment data for both the 2015-2016 and the 2016-2017 school years. In addition, from school administration and the literacy and math instructional coaches, I will request student assessment data such as the 2015-2016 and the 2016-2017 3rd-5th grades FSA data, and WIDA results. I will also request access to the 2016-2017 3rd, 5th grade IReady data. In addition, I will request student ESOL status placement updates from the ESOL Compliance Specialist.

I will give teachers, paraprofessionals, district staff and administrators who volunteer a printed survey to be completed and returned using specific instructions as included, and an Informed Consent form indicating that they understand the purpose of the survey and agree to take the survey. The survey should take approximately 10-15 minutes to complete. Also, participating teachers and administration may volunteer for one 30-40-minute private interview with possibly up to 5 email exchanges in order clarify any questions I may have regarding interview data. I will conduct one 30-40-minute interview only, with those participants who have completed an Informed Consent form indicating that they understand the purpose of the interview and agree to be interviewed. To further maintain participant confidentiality, all interviews will take place on the school premises, within a private and secured classroom or office setting. Interviews will also be held during non-instructional hours (before or after school, during lunch, or during a planning period), in an on-site secure interview location that is most convenient in meeting participant privacy individual needs.

In addition to private interview sessions, both school administrators, both school-based instructional coaches, and the school guidance counselor will participate in 3 additional 30-40-minute focus interview sessions. These 3 group sessions will be held following the administration of each of the 3 IReady formative assessments throughout the school year. These group interviews will focus on the formative student assessment data. All information collected in the surveys and interview reflects the experiences and opinions of the educator participants regarding the ESOL program. I will audio tape and transcribe the tapes from the interviews and focus groups. I have also obtained district permission to collect the following student data: attendance data, district formative assessment data, FSA math reading and writing scores, WIDA scores and ESOL enrollment status data.
By signing below, you are giving your consent for me to ask for voluntary participation from selected stakeholders to participate in this research study: to complete a survey, participate in a private interview and in up to 3 focus group interviews.

All participation is voluntary, and you may discontinue your participation at any time without any negative consequences. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the surveys, interview tapes and transcripts, and field notes, which I will keep in a locked cabinet at my home, and on a password protected hard drive, to which only I have access for up to 5 years after the completion of this study, at which time I will shred all surveys, interview tapes and transcripts, and observation rubric field notes. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the ESOL program at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at Rigbyk@my.nl.edu.

In the event you have questions or require additional information, you may contact me at: information omitted to ensure anonymity of the school and district. If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, [redact]; EDL Department Chair: [redact]; or the NLU’s Institutional Research Review Board: [redact], National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

__________________________    ______________
Principal Name (Please Print)                                   ________________________

Principal Signature                                   Date

__________________________
Researcher Name (Please Print)
Appendix B: Survey Informed Consent Adult Participant

Adult Participant Survey.

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: “The Evaluation of One School’s ESOL Program.” The purposes of my investigative and analytical efforts are to reveal to all stakeholders which components of the ESOL services provided at your school have been effective in raising the level of academic achievement for ESOL enrolled students.

My project will address the process of the ESOL program and how it impacts those involved at your school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding the ESOL program at your school. I would like to survey you in regard to your thoughts on the implementation of the ESOL program at your Elementary School.

You may participate in this study by signing this Consent form indicating that you understand the purpose of the study and agree to participate in a printed survey that I will give to you, to be completed and returned using specific instructions I will include at the end of the survey. It should take approximately 10-15 minutes for you to complete the survey. All information collected in the survey reflects your experience and opinion as teacher providing instruction in a classroom that is inclusive to students enrolled within the ESOL program.

Your participation is voluntary, and you may discontinue your participation at any time without any negative consequences. I will keep the identity of you, the school, the district, and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants in the report. Only I will have access to the survey data, which I will keep in a locked cabinet at my home and/or on a hard drive that is password protected for up to 5 years after the completion of this study, at which time I will shred all surveys, interviews, tapes, and transcripts, and observation rubric field notes. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the implementation of the ESOL program at my school, your School and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at Rigbyk@my.nl.edu.

In the event you have questions or require additional information, you may contact me at: information omitted to ensure anonymity of the school and district. If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, [redact], EDL Department Chair: [redact]; or the NLU’s Institutional Research Review Board: [redact], National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

_______________________________________
Participant Name (Please Print)
Appendix C: Survey Questions for Teachers

Teacher Survey

Dear Educator,

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your assistance by completing this voluntarily survey for use in my dissertation project. My study consists as an in-depth analysis into the current ESOL services provided at your school. The purpose of this survey is to collect informational data about the school. Please be advised that all information provided will be kept confidential. Furthermore, you may opt out of taking this survey at any time without any negative consequences. Your completed survey can be turned in to me before 6/1/17.

Your assistance in this matter will be deeply appreciated.

Part I. Participant Demographic Data

Circle one answer that applies the most to you.

1. What is your current position?
   a. School - based Administrator
   b. Classroom Teacher
   c. Instructional Coach
   d. Paraprofessional
   e. District Personnel

2. How many years have you been in your current position?
   a. 1 year or less
   b. 3 years or less
   c. 5 years or less
   d. > 5 years

3. How many years have you worked in the field of education?
   a. 1 year or less
   b. 3 years or less
   c. 5 years or less
   d. > 5 years

4. What is your current ESOL certification status?
   a. State Certified
   b. 30 credits or less toward ESOL certification
   c. More than 30 credits toward ESOL certification
   d. 0 ESOL Credits
Part II. Survey

Read the statements below carefully. Think about how they relate to your school. Mark a \( \sqrt{\text{\_}} \) under the appropriate box that best reflects your opinion.

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Collaboration takes place often among teachers/paraprofessionals regarding ESOL Push-in classroom support.</td>
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<td>2. My work schedule often provides flexibility to work with ESOL students individually within the classrooms.</td>
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<td>3. Teachers provide paraprofessionals with adequate grade level support material to assist the ESOL students during instructional Push-in time.</td>
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<td>4. Alternative Common formatives are being used to track the academic progress of ESOL students according grade level.</td>
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<td>5. Grade level classroom materials support strategies that promote the academic growth of ESOL students at your school.</td>
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<td>6. Progress monitoring for ESOL students are completed more frequently than that of non-ESOL students.</td>
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<td>7. Students at your school appear receptive of the individualized efforts of the ESOL Program.</td>
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<td>8. ESOL students at my school are consistently receiving the state mandated amount of weekly interventions.</td>
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<td>10. The use of ESOL strategies are evident at all times within my classroom.</td>
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<td>Survey Statements</td>
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<td>Strongly Agree</td>
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<td>11. I am confident in my knowledge of grade level technology resources that can enhance the learning experiences for ESOL students.</td>
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<td>12. I receive consistent training on the use of ESOL strategies within the classroom.</td>
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<td>13. The provided software technology is sufficient for classroom ESOL support.</td>
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<td>14. I am quickly able to adjust my instruction to address the immediate needs of my struggling ESOL students.</td>
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<td>15. The home school relationship at my school is adequate to support the success of the ESOL students.</td>
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<td>16. I am confident that every ESOL student at my school is academically benefiting from the support services received through the Push-in ESOL Program.</td>
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<td>17. Parents of ESOL students are satisfied with the implementation of the ESOL program at my school.</td>
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<td>18. I am confident with my level of knowledge for incorporating ESOL strategies into my daily lessons.</td>
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<td>19. Parents of my ESOL students are frequently informed of their classroom progress.</td>
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<td>20. Paraprofessionals arrive to classrooms with adequate grade level support material to assist the ESOL students during instructional Push-in time.</td>
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Thank you kindly for your time and effort.

Sincerely,

Kim Rigby
Appendix D: Survey Questions for Administrators/ Coaches

Dear Educator,

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your assistance by completing this voluntarily survey for use in my dissertation project. My study consists as an in-depth analysis into the current ESOL services provided at your school. The purpose of this survey is to collect informational data about the school. Please be advised that all information provided will be kept confidential. Furthermore, you may opt out of taking this survey at any time without any negative consequences. Your completed survey can be turned in to me before ... Date TBD. Your assistance in this matter will be deeply appreciated.

Part I. Participant Demographic Data

Circle one answer that applies the most to you.

1. What is your current position?
   a. School - based Administrator
   b. Classroom Teacher
   c. Instructional Coach
   d. Paraprofessional
   e. District Personnel

2. How many years have you been in your current position?
   a. 1 year or less
   b. 3 years or less
   c. 5 years or less
   d. > 5 years

3. How many years have you worked in the field of education?
   a. 1 year or less
   b. 3 years or less
   c. 5 years or less
   d. > 5 years

4. What is your current ESOL certification status?
   a. State Certified
   b. 30 credits or less toward ESOL certification
   c. More than 30 credits toward ESOL certification
   d. No ESOL Credits
Part II. Survey

Read the statements below carefully. Think about how they relate to your school. Mark a √ under the appropriate box that best reflects your opinion.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. Collaboration takes place among teachers and /paraprofessionals regarding ESOL in-classroom support at my school.</td>
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<td>2. My work schedule provides the flexibility to frequently observe the ESOL support of students within the classrooms.</td>
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<td>3. Teachers provide paraprofessionals with adequate grade level support material to assist the ESOL students during instructional Push-in time.</td>
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<td>4. I observe the use of alternative common formatives to track the academic progress of ESOL students according grade level.</td>
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<td>5. I am confident that the grade level classroom materials support strategies being implemented at my school promote academic growth for ESOL students.</td>
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<td>6. Progress monitoring for ESOL students at my school occurs on more frequent intervals than for non-ESOL students.</td>
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<td>7. ESOL students at my school are consistently receiving the state mandated amount of weekly interventions.</td>
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<tr>
<td>8. Students at my school appear receptive of the individualized efforts of the ESOL Program.</td>
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<tr>
<td>9. I am confident that additional academic support is provided at my school for struggling ESOL students</td>
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<tr>
<td>10. Teachers at my school quickly adjust instruction to address immediate needs of the ESOL students.</td>
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<tr>
<td>Survey Questions</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
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<td>11. Teachers at my school are knowledgeable of the grade level technology resources available at your school than can be used to enhance the ESOL classrooms.</td>
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<tr>
<td>12. Teacher lesson plans at my school reflect the use of ESOL strategies.</td>
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<tr>
<td>13. Parents of ESOL students are constantly informed of their child’s ongoing academic progress.</td>
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<tr>
<td>14. I am confident that every ESOL student is benefiting academically from the ESOL support services provided at my school.</td>
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<td>15. Paraprofessionals arrive at ESOL classrooms with adequate grade level support materials to assist students during classroom instruction.</td>
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<tr>
<td>16. Frequent opportunities to promote the home-school relationship with the parents of ESOL students occur at my school.</td>
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<tr>
<td>17. Parents of ESOL students are satisfied with implementation of the ESOL program at my school.</td>
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<tr>
<td>18. The provided software technology is sufficient for classroom ESOL support at my school.</td>
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</tr>
</tbody>
</table>

Thank you kindly for you time and effort.

Sincerely,

Kim Rigby
Appendix E: Interview Informed Consent Adult Participant

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: “The Evaluation of One School’s ESOL Program” The purposes of my investigative and analytical efforts are to reveal to all stakeholders which components of the ESOL services provided at your school have been effective in raising the level of academic achievement for ESOL enrolled students.

My project will address the process of the ESOL program and how it impacts those involved at your Elementary school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding the ESOL program at your Elementary School. I would like to survey you in regard to your thoughts on the implementation of the ESOL program at your Elementary School.

You may participate in this study by signing this Consent form indicating that you understand the purpose of the interviews and agree to participate in a 30-40-minute interview session with possibly up to 5 email exchanges in order clarify any questions I may have regarding your interview data. All information collected in the interviews reflects your experience and opinion as a teacher providing instruction in a class that is inclusive to students enrolled within the ESOL program. To further maintain participant confidentiality, all interviews will take place on the school premises, within a private and secured classroom or office setting. Interviews will also be held during non-instructional hours (before or after school, during lunch, or during a planning period) in an on-site secure interview location that is most convenient in meeting participant privacy individual needs.

Your participation is voluntary, and you may discontinue your participation at any time without any negative consequences. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. I will voice record the interview and transcribe the tape. Only I will have access to all of the interview tapes and transcripts, and field notes, which I will keep in a locked cabinet at my home or on a password protected hard drive for up to 5 years after the completion of this study, at which time I will shred all data. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the implementation process of the ESOL program at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at Rigbyk@my.nl.edu.

In the event you have questions or require additional information, you may contact me at: information omitted to ensure anonymity of the school and district. If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, [redact], EDL Department Chair: [redact]; or the NLU’s Institutional Research Review Board: [redact], National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

_______________________________________
Name (Please Print)
Appendix F: Teacher Interview Questions

Teacher Interview Questions

1. How does your vision of an effective ESOL program support that of your school/District?
2. Do you feel that the district and school have clear expectations for the development of language skills in the ESOL program?
3. Do you feel that the current ESOL program being used at your school actively engages the students with the classroom learning at your school? If so, how? If not, please explain.
4. What does teacher collaboration look like at your school?
5. How often does the ESOL support staff and classroom teachers meet to discuss ESOL student data and academic progress? If not often, what are the barriers?
6. Do your lesson plans actively reflect ESOL strategies that are being used within your classroom? If yes, what seems to be working? Not working? If no, what are the barriers?
7. Do you make adjustments to your ESOL instruction consistently? If so, How often? How? Why? If not, why not?
8. When working alongside students, do you have the genuine sense that they are willing participants? How do you know? What actions do you take with students who appear to be reluctant?
9. If there was one component of the program that you could adjust, what would that be? Why? How would you do it?
10. Does the school or district actively encourage your input on the types of services that you provide to ESOL students? If so, how? If not, what do you believe to be the barriers?
11. What materials would you consider to be the most effective in boosting the achievement of the students that you service?
12. What role does technology software play in the daily learning process of ESOL students at your school?
13. Are you knowledgeable of all available technology used to enhance ESOL student performance at your school?
14. What types of professional development opportunities would benefit your instructional time with the ESOL students? Are those opportunities available to you?
15. Do you believe that current assessment measures provide accurate achievement information for ESOL students?
16. Are there alternate common formative assessments that assist the staff at your school in monitoring the academic performance of ESOL students at your school?
17. What subject areas appear to have the greatest challenges for students enrolled within the ESOL program at your school? What do you perceive as the reasoning for this occurrence?
18. How does the collaboration amongst the classroom teacher(s) and paraprofessional work to meet the needs of the ESOL students being serviced at your school?
19. What do you do with the ESOL students who appear to have struggles with grade appropriate material?
20. Considering that students are new to the school system; what efforts work best in engaging their families in the learning experiences at your school?
21. Does family engagement seem to be a positive or negative aspect of the student growth process at your school? How do you know?
22. What barriers do you feel may hamper the further growth of ESOL students of which you serve?
Appendix G: Administrator / Instructional Coach Interview

Administrator / Instructional Coach Interview

1. How does your vision of an effective ESOL program support that of your school/District?
2. Do you feel that the district and school have clear expectations for the development of language skills in the ESOL program?
3. Do you feel that the current ESOL program being used at your school actively engages the students with the classroom learning? If so, how? If not, please explain.
4. What does teacher collaboration look like at your school?
5. How often does the ESOL support staff and classroom teachers meet to discuss ESOL student data and academic progress? If not often, what are the barriers?
6. Do teacher lesson plans actively reflect ESOL strategies that are being used within your classroom? If yes, what seems to be working? Not working? If no, what are the barriers?
7. Do you teachers at your school make frequent adjustments to ESOL instruction to meet the needs of the ESOL students? If so, How often? How do you know? If not, why not?
8. During your classroom walkthroughs, what evidence do you observe that indicates that ESOL strategies are being authentically integrated?
9. When teachers appear to be struggling with the implementation of ESOL strategies, what action steps do you take with regard to providing the appropriate professional development opportunities?
10. When observing teachers working alongside students, do you have the genuine sense that the students are willing participants? How do you know? What actions do you observe teachers taking when students appear reluctant?
11. Based on your observations, if there was one component of the program that you could adjust, what would that be?
12. Does the school or district actively encourage your input on the types of services that you provide to ESOL students at your school?
13. What materials would consider to be the most effective in boosting the achievement of ESOL students at your school? What role does Technology play?
14. Do you believe that current assessment measures provide accurate achievement information for ESOL students at your school?
15. Are there alternate common formative assessments that assist the staff at your school in monitoring the academic performance of ESOL students at your school?
16. What subject areas appear to have the greatest challenges for students enrolled within the ESOL program at your school? What do you perceive as the reasoning for this occurrence?
17. How does the collaboration amongst the classroom teacher (s) and paraprofessional at your school work to meet the needs of the ESOL students being serviced?
18. How do you ensure that instructional staff at your school remains knowledgeable in up-to-date, research based ESOL instructional strategies?
19. What additional services are provided to struggling ESOL students, as indicated by formative assessment data?
20. What actions do you take at your school to ensure that the families of ESOL students become active participants in their children’s learning process?
21. Considering that students are new to the school system; what efforts work best in engaging their families in the learning experiences? Does family engagement seem to be a positive or negative aspect of the student growth process?
22. What barriers do you feel may hamper the further growth of ESOL students of receiving services at your school?
Appendix H: Informed Consent Focus Group Interview

Adult Participant Focus Group Interview Informed Consent

My name is Kim Rigby, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: “The Evaluation of One School’s ESOL Program. The purposes of my investigative and analytical efforts are to reveal to all stakeholders which components of the ESOL services provided at my school have been effective in raising the level of academic achievement for ESOL enrolled students.

My project will address the process of the ESOL program and how it impacts those involved at your school. I will use the data I collect to understand the process and changes that may possibly need to be made regarding the ESOL program at your School. I would like to survey you in regard to your thoughts on the implementation of the ESOL program at your School.

You may participate in this study by signing this Consent form indicating that you understand the purpose of the interviews and agree to participate in a 20-30-minute focus group interview session with possibly up to 5 email exchanges in order clarify any questions I may have regarding your interview data. All information collected in the interviews reflects your experience and opinion as an educator within a school that provides daily instruction that is inclusive to students enrolled within the ESOL program. To further maintain participant confidentiality, all interviews will take place on the school premises, within a private and secured classroom or office setting. Interviews will also be held during non-instructional hours (before or after school, during lunch, or during a planning period) in an on-site secure interview location that is most convenient in meeting participant privacy individual needs.

Your participation is voluntary, and you may discontinue your participation at any time without any negative consequences. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. I will voice record the interview and transcribe the tape. Only I will have access to all of the interview tapes and transcripts, and field notes, which I will keep in a locked cabinet at my home on a password protected hard drive for up to 5 years after the completion of this study, at which time I will shred all surveys, interviews, tapes, and transcripts, and observation rubric field notes. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the implementation process of the ESOL program at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at Rigbyk@my.nl.edu.

In the event you have questions or require additional information, you may contact me at: phone: information omitted to ensure anonymity of the school and district. If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Carol A. Burg, email: cburg@nl.edu; phone (813) 397-2109; 5110 Sunforest Blvd. #102, Tampa, FL 33634; EDL Department Chair: Dr. Stuart Carrier scarrier@nl.edu; or the National-Louis Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, shaunti.knauth@nl.edu, 312.261.3526, National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.
Appendix I: Focus Group Questions

Focus Group Questions

The focus group sessions will occur 3 times throughout my evaluation process. These 3 sessions will include the voluntary participation of members from my school’s Focus Team. Individuals invited to attend are the principal, the assistant principal, the guidance counselor, and the math and literacy coach. Each session should last between 20-30 minutes. The focus group discussions will serve as an analysis of formative assessment data received from students in grades 3-5 after each testing period. The district has committed to providing students with three opportunities to take the IReady formative throughout the 2016-2017 school year. In each of these sessions, I will maintain the confidentiality of participant responses. All participants have the opportunity to opt out of the focus discussion at any time during the process without any negative consequences.

Session I

Baseline IReady Data

1. How would you describe the progress of ESOL enrolled students in comparison to regular education students at this school?
2. Do you feel that there is a greater sense of urgency at the school level to address the needs of ESOL students now than in the past? Why or why not?
3. According to the results of the baseline IReady assessment data, did the ESOL enrolled students appear to be consistent with that of other students within the same grade level? 3rd grade results? 4th grade results? 5th grade results?
4. Did the results of the ESOL enrolled students reflect what was expected? Did the data surpass expectations, or fall below? 3rd grade? 4th grade? 5th grade?
5. Does the data indicate that ESOL enrolled students are doing better in one subject area than the other? Which one and what do you suggest are the causes behind such occurrences?
6. Will ESOL teachers collaborate to ensure that the academic needs of ESOL students were being met? If so, how often? If not, what are the barriers?
7. What role will technology software play in meeting the academic needs of ESOL students at your school?
8. Moving forward from this point, what actions do you believe are necessary on a school-wide level to promote future academic growth of ESOL enrolled students?
9. How do you plan on communicating to families of ESOL students, the importance of and meaning of the IReady Assessment Data?
10. Do you think the families of ESOL students will be receptive to the efforts provided at your school to being informed of Academic expectations on the IReady assessment?
11. What efforts will you make to ensure that students are able to access the IReady website while at home?
12. What do you think the barriers to success may be?
Session II

Second IReady Formative

1. According to the results of the second sets of IReady assessment data, did the ESOL enrolled students appear to be consistent with that of other students within the same grade level? 3rd grade results? 4th grade results? 5th grade results?
2. Did the results of the ESOL enrolled students reflect what was expected? Did the data surpass expectations, or fall below? 3rd grade? 4th grade? 5th grade?
3. Does the data indicate that ESOL enrolled students are doing better in one subject area than the other? Which one and what do you suggest were the causes behind such occurrences?
4. Did ESOL teachers collaborate to ensure that the academic needs of ESOL students were being met? If so, how often? If not, what were the barriers?
5. What did the teachers do with ESOL students who scored lower than expected on various areas of the IReady assessment? Students who scored higher?
6. What seems to be working for the ESOL enrolled students?
7. Based on the current assessment data, do you have concerns about any aspect of instruction that may need to be adjusted? If so, what are they?
8. What role will technology software play in meeting the academic needs of ESOL students at your school?
9. How did your school communicate to families of ESOL students, the importance of and meaning of the IReady Assessment Data?
10. What efforts did you make to ensure that students were able to access the IReady website while at home? Were the efforts successful or not?
11. Moving forward from this point, what actions do you believe are necessary on a school-wide level to promote future academic growth of ESOL enrolled students?
12. What do you think the barriers to success are at this point in the school year?

Session III

Final IReady Formative

1. According to the results of the final set of IReady assessment data, did the ESOL enrolled students appear to be consistent with that of other students within the same grade level?
   a. 3rd grade results? 4th grade results? 5th grade results?
2. Did the results of the ESOL enrolled students reflect what was expected? Did the data surpass expectations, or fall below? 3rd grade? 4th grade? 5th grade?
3. Does the data indicate that ESOL enrolled students are doing better in one subject area than the other? Which one and what do you suggest are the causes behind such occurrences?
4. Did ESOL teachers collaborate to ensure that the academic needs of ESOL students were being met? If so, how often? If not, what are the barriers?
5. What did the teachers do with ESOL students who scored lower than expected on various areas of the IReady assessment? Students who scored higher?
6. What were the strategies that seemed to have worked to enhance the academic performance of the ESOL enrolled students?
7. What if anything has been changed with regard to instructional strategies?
8. Based on the current assessment data, do you have concerns about any aspect of instruction that may need to be adjusted? If so, what are they?
9. Moving forward from this point, what actions do you believe are necessary on a school-wide level to promote future academic growth of ESOL enrolled students?
10. What do you think the barriers to success may be?
11. How would you describe the progress of ESOL enrolled students in comparison to regular education students at this school?
12. Do you feel that there is a greater sense of urgency at the school level to address the needs of ESOL students now than in the past? Why or why not?
Appendix J; AS-IS Chart

As-Is Chart

Context
- ESOL students are not provided language options for the FSA tests.
- Fixed mindset- Whose? no need to make changes to accommodate second

Culture
- Teaching not changing to support new student needs.
- Attitude that every student should speak English because they are in “America”.

Conditions
- 2-year enrollment in ESOL program.
- Expectation to read proficiently in English by the end of the school year (grades 3 & up).
- Language proficiency test scores are not used in considering student placement.

Competencies
- ESOL Screening
- Collaboration
- Professional Development
- Support Staff

Baseline AS IS 4 C’s Analysis for state assessments for ESOL students in English
Appendix K: TO-BE Chart

To-Be Chart

**Context**
- Students may be given language options for state assessment.
- Society provides a leveled field for all students.

**Culture**
- Programs that authentically support Language learners
- Growth mindset that sees the individual and not the language

**Competencies**
- Children are screened upon entry.
- Balanced ratio of support staff
- Quarterly growth checks.

**Conditions**
- ESOL students are provided the time they need to progress.
- Language proficiency scores are considered in student placement and for academic growth.

ESOL students are provided with strong support for academic success in all aspects to include assessments.

Vision TO BE 4 C’s Analysis for state assessments for ESOL students in English
# Appendix L: Strategies and Actions Chart

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Current Conditions</th>
<th>Vision for Improvement</th>
<th>Actions Need to Improve</th>
<th>Timeframe for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>TFES ESOL teachers and ESOL support paraprofessionals do not have the time to collaborate</td>
<td>TFES administrators, instructional coaches, ESOL teachers, and ESOL paraprofessionals meet on a monthly basis to discuss the state of the ESOL program. TFES ESOL teachers and ESOL paraprofessionals meet to discuss ESOL student data and Individual needs on a weekly basis.</td>
<td>TFES administrators include ESOL data in the beginning of the year to address staff with on the current state of achievement at the school. TFES administrators will create a monthly schedule for mandatory ESOL team meetings. ESOL teachers and paras must provide assessment data and strategies used in the classroom. TFES administrators provide a schedule with mandatory weekly collaboration time for ESOL teachers and paras. ESOL paraprofessionals and Teachers are required to log collaboration meetings.</td>
<td>Collaborative efforts will commence during Staff Professional days at the beginning of the school term. Collaboration will continue throughout the school year and will be monitored by administration.</td>
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</table>

<p>| <strong>Professional Development</strong> | TFES does not provide Professional Development for ESOL strategies Teachers do not communicate to administrators the desire to participate in professional development on ESOL strategies | TFES hosts quarterly Professional Development opportunities on ESOL strategies during faculty meeting days throughout the school term. | TFES administrators and instructional coaches will schedule one-on-one meetings with teachers to determine their Professional needs. TFES administrators will collaborate with SSD’s Multicultural department to assist in providing ESOL workshops at the school. TFES administrators and instructional coaches will monitor ESOL classrooms for the use of suggested strategies and their effects on student learning from the trainings provided. | TFES administrators or instructional coaches will meet with all teachers during the fall and Spring terms to determine training needs. TFES will host one Professional development training in ESOL strategies per quarter, for a total of 4 during the school term. Classroom walk-throughs will occur continuously throughout the year. |</p>
<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Current Conditions</th>
<th>Vision for Improvement</th>
<th>Actions Need to Improve</th>
<th>Timeframe for Improvement</th>
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<tbody>
<tr>
<td><strong>Support Materials</strong></td>
<td>TFES teachers are not happy with the quality of instructional support materials used for ESOL students.</td>
<td>TFES will have a variety of teacher ESOL resources housed within the ESOL offices available for checkout.</td>
<td>TFES administrators and instructional coaches will collaborate with SSD multicultural department for guidance on authentic ESOL support materials. TFES administrators, instructional coaches, ESOL teachers and ESOL paras will collaborate to select useful ESOL resources. TFES administrators will purchase the suggested resources needed to support ESOL student achievement.</td>
<td>TFES Administrators will collaborate with both the multicultural department and ESOL staff at the beginning of the school term to ensure that the resources are available for teacher use right away. At the end of the school year the administrators will meet with the groups once again to determine additional resources to purchase prior to the start of the next school year. TFES administrators will add ESOL resources yearly.</td>
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### Strategies and Actions Chart, cont.

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Current Conditions</th>
<th>Vision for Improvement</th>
<th>Actions Need to Improve</th>
<th>Timeframe for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Saturday English Academy</em></td>
<td>This has not yet been implemented.</td>
<td>ESOL enrolled students will attend a 2 hour Saturday English Academy during the school year.</td>
<td>TFES administration will address the staff at TFES about the status of the ESOL program.</td>
<td>TFES will begin the Saturday academy as a voluntary activity for ESOL students at the start of the school year. Students will attend the academy for 4-4 Saturdays during each month of the school year. TFES will seek to make the Saturday Academy mandatory by the end of the school year depending upon the student assessment data that they will collect at the end of the school term.</td>
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<td>TFES administrators will communicate the need and idea for the Saturday English Academy to parents and the community during a PTO meeting.</td>
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<td>TFES administrators will consult with the multicultural department to provide suggestions for resources that would be used during the Saturday Academy.</td>
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<td>TFES administrators will create appointment committee members to create a plan to fundraise to support the costs of the program.</td>
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<td>TFES administrators will create contracts for teachers interested in running Saturday sessions.</td>
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<td>TFES administrators will meet with parents and students enrolled in the ESOL program to encourage participation.</td>
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<td>TFES will monitor student achievement in conjunction with their attendance of the Saturday academy.</td>
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## Strategies and Actions Chart, cont.

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
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<th>Vision for Improvement</th>
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<th>Timeframe for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Saturday English Academy</strong></td>
<td></td>
<td></td>
<td>TFES administrators will meet with parents and students enrolled in the ESOL program to encourage participation. TFES will monitor student achievement in conjunction with their attendance of the Saturday academy. According to the end-of-year data provided by FSA math and reading testing data, as well as the WIDA assessment, TFES administrators will provide evidence that supports the existence of the Saturday academy and request that attendance become mandatory for ESOL students. TFES will share positive results of the Saturday Academy with other schools throughout the district.</td>
<td>TFES administrators will begin these initiatives at the start of the school year.</td>
</tr>
</tbody>
</table>

| **ESOL Student Testing Performance** | 19% of ESOL students at TFES passed the 2016-2017 reading FSA. 27% of ESOL students at TFES passed the 2016-2017 math FSA 2% of ESOL students passed the 2016-2017 WIDA | ESOL students at TFES will have higher pass rates on state and district assessments. ESOL students will have the opportunity to securely translate testing material into their home language and translate responses back to English with permission from the state. ESOL students will be invited to attend the Saturday English academy. TFES administrators will appeal to SSD leadership to provide additional accommodations for ESOL enrolled students when taking state assessments. TFES administrators will appeal to SSD leadership to allow WIDA test scores to be used in the determination of promotion in grade 3. | | |