

ELL Program Surveys for Curriculum Review

Results and Analysis

Iowa City Community School District

October 13 – 31, 2014



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Purpose of the Study

The Iowa City Community School District ELL Curriculum Surveys asked staff members (including teachers and guidance counselors), administrators, ELL students and parents of ELL students for feedback on the English Language Learner (ELL) program. The feedback will help the district determine strengths and weaknesses of the program so that needed improvements can be made.

To ensure content validity, K12 *Insight* partnered with Lisa Boyer at Iowa City Community School District to develop the ELL Curriculum Surveys, which addressed the following topics:

- Improving students' reading, speaking and writing skills
- The ELL curriculum
- Awareness of the process to identify students for the ELL program
- Awareness of the requirements for a student to exit the ELL program
- Assessing ELL students
- Serving preschool ELL students
- Parent engagement
- Professional development for staff members and administrators

Details of the Study

K12 *Insight* emailed individual invitations to administrators which included links to the survey, while students used a public link to participate during the school day. Parents and staff members accessed the survey through a public link on the district's website. Paper surveys were also available on request.

Participants received communication about the survey through email, letters home to parents, to staff members and to students. Reminders were sent to administrators October 21, 28 and 31.

The survey was available to parents in English, Spanish, Arabic, French and Swahili.

Understanding the Results

This report summarizes survey results and shows them broken down by participant group.

Results do not reflect random sampling; therefore, they should not be generalized to the entire staff, student or parent population at Iowa City Community School District. Rather, results reflect only the perceptions and opinions of those who participated in the survey.

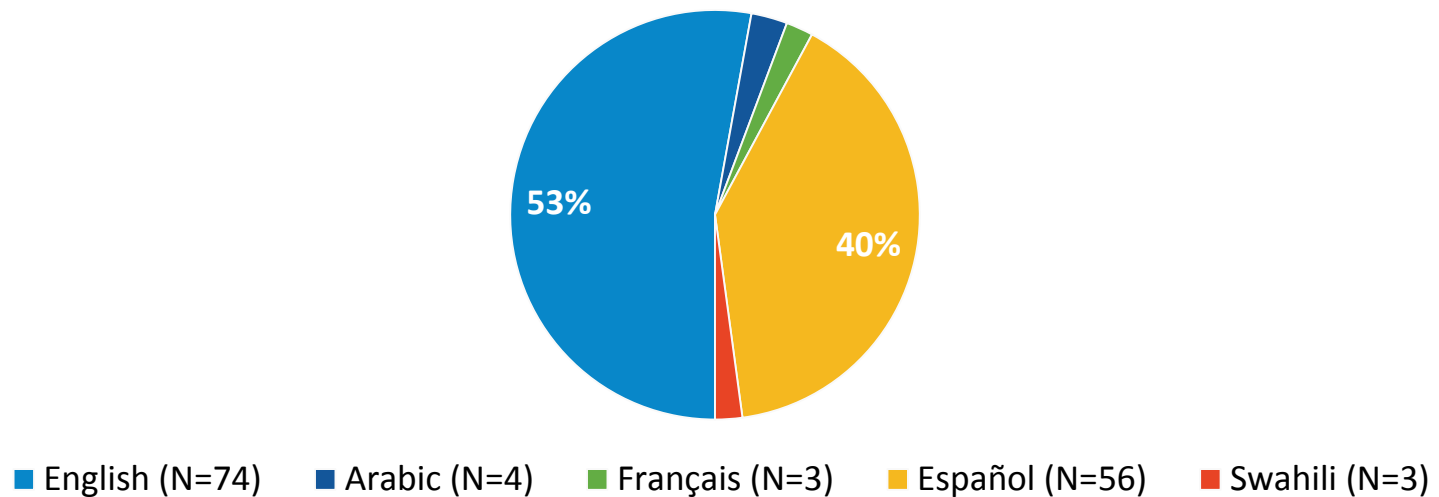
The survey was open October 13 – 31, 2014.

The findings for each item in the report do not include participants who did not answer that question. In charts and graphs, data labels less than 5% are not shown.

Participation

Participant Group	Completed Responses
Students	288
Parents	140
Staff	222
Administrators	23

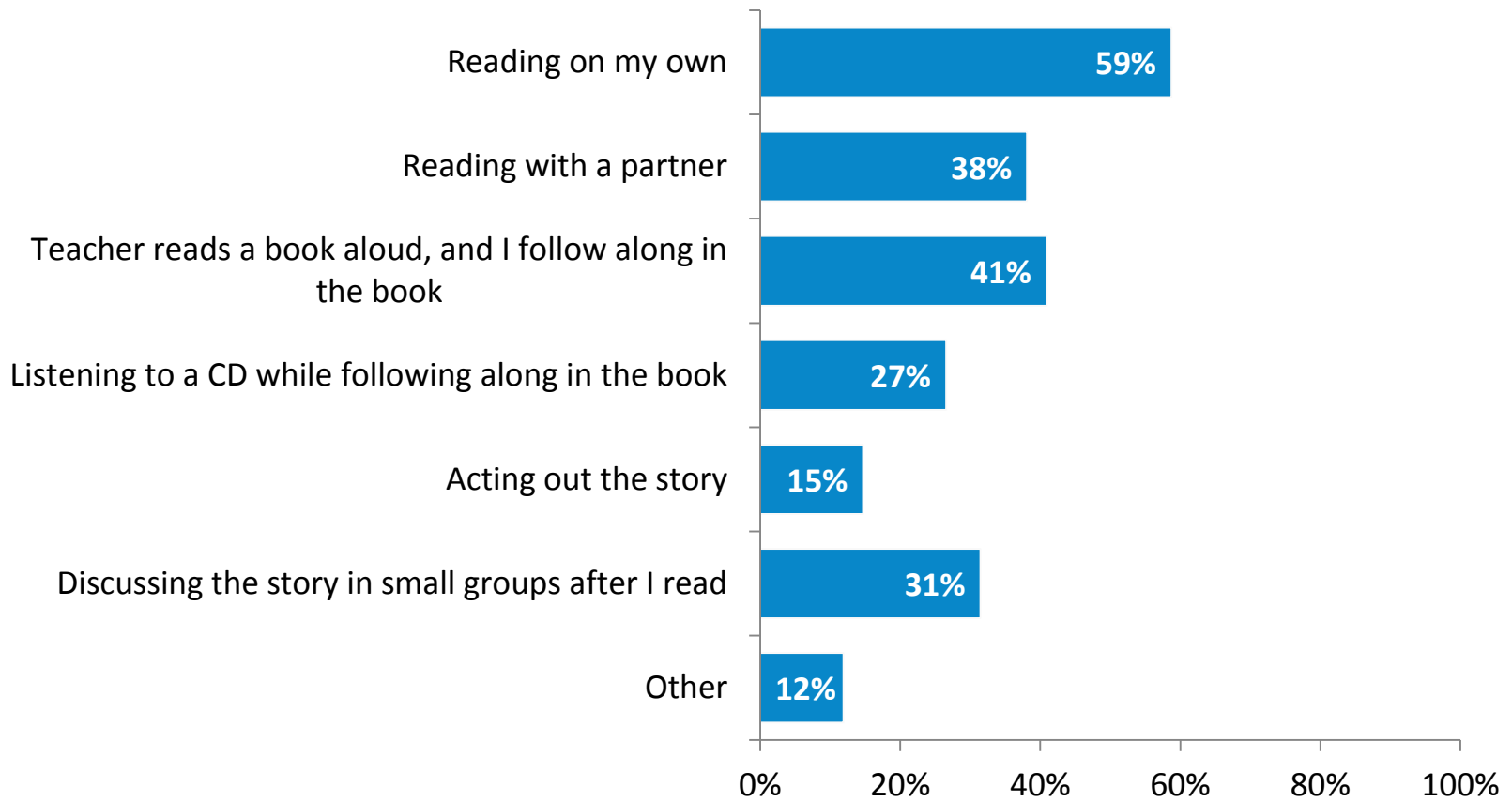
Parent Response Language



Students

Improving Reading Skills in English

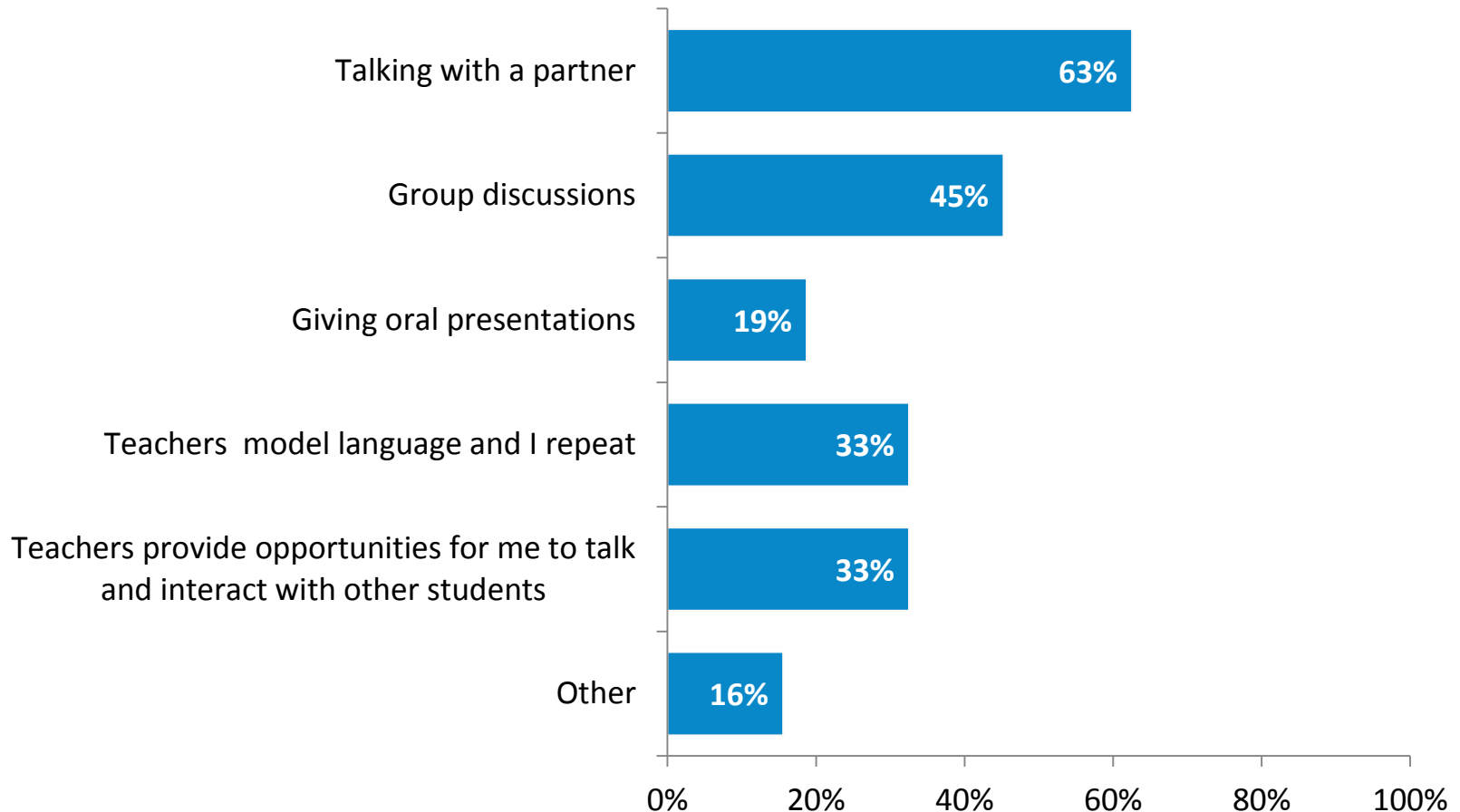
What has helped you improve your English reading skills the most? (N=286)



Note: The sum of percentages may exceed 100% because participants could select more than one response option.

Improving Speaking Skills in English

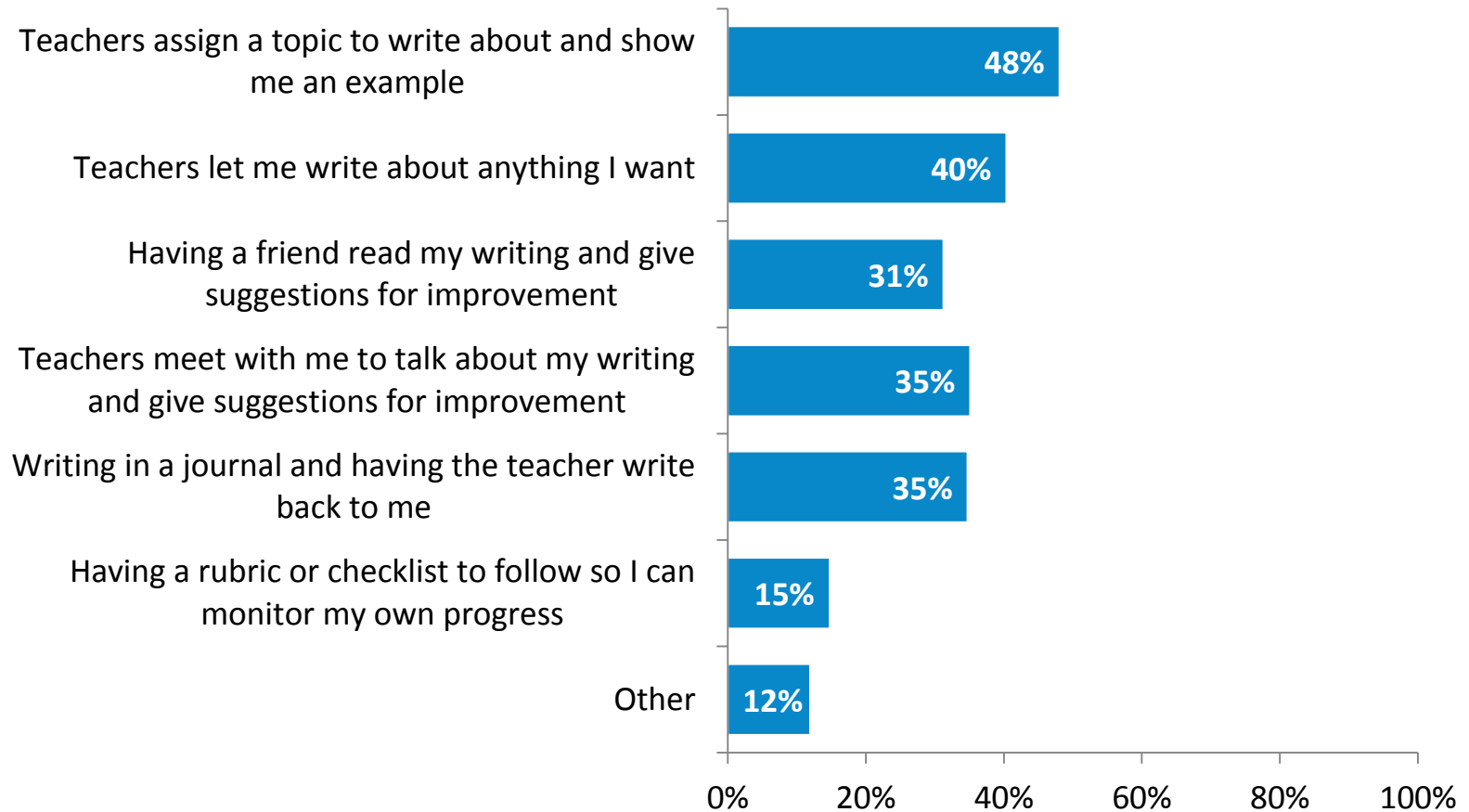
What has helped you improve your English speaking skills the most? (N=283)



Note: The sum of percentages may exceed 100% because participants could select more than one response option.

Improving Writing Skills in English

What has helped you improve your English writing skills the most? (N=285)

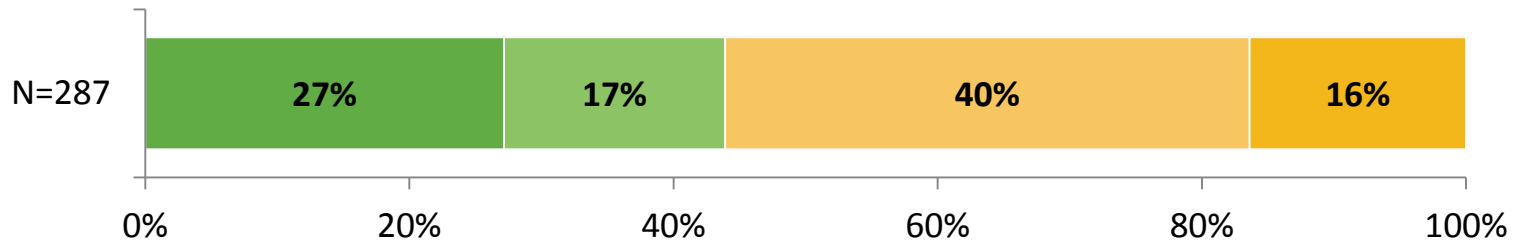


Note: The sum of percentages may exceed 100% because participants could select more than one response option.

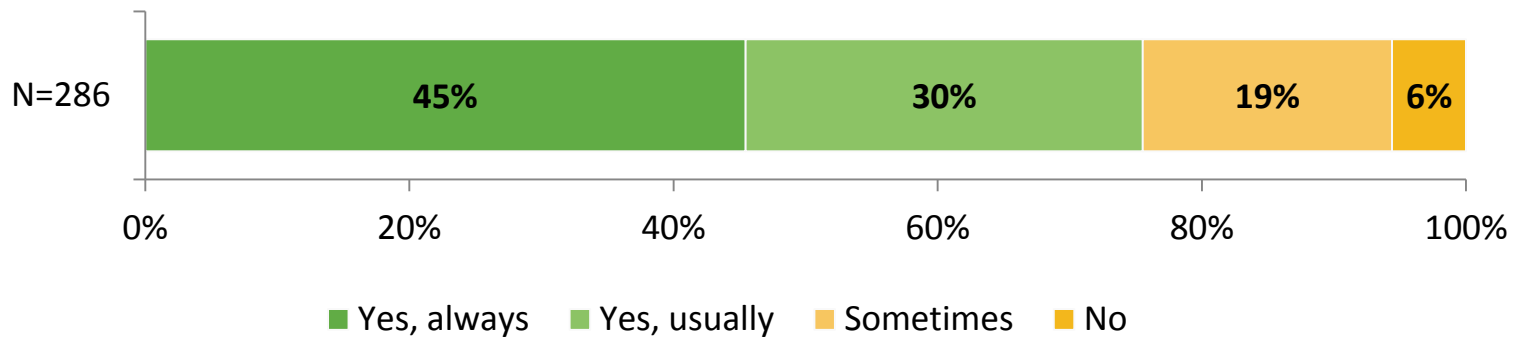
Students

Progress and Community

Do your teachers tell you how well you are learning English?



Do you feel you are accepted and part of the school community?



Suggestions for Improvement

What ideas or suggestions do you have that would make your experience at school better?

- **More reading and writing**
- **Helping other students understand ELLs and not make fun**
- **Assisting classroom teachers to understand that ELLs need more support**
- **Having homework support available when needed**

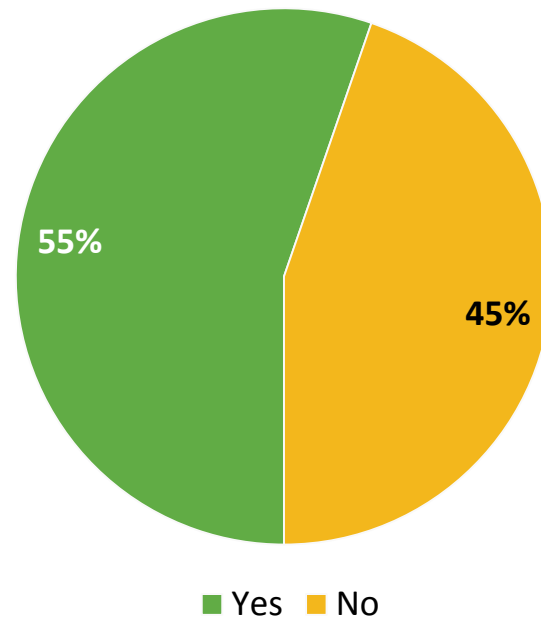
What would make the ELL Program better?

- **Teachers should provide more feedback on how students are doing**
- **Provide more interactive activities in the classroom**
- **More opportunities for interaction with native English speakers**
- **More rigor and high expectations for achievement**

Students

Participation in Sheltered Science/Social Studies

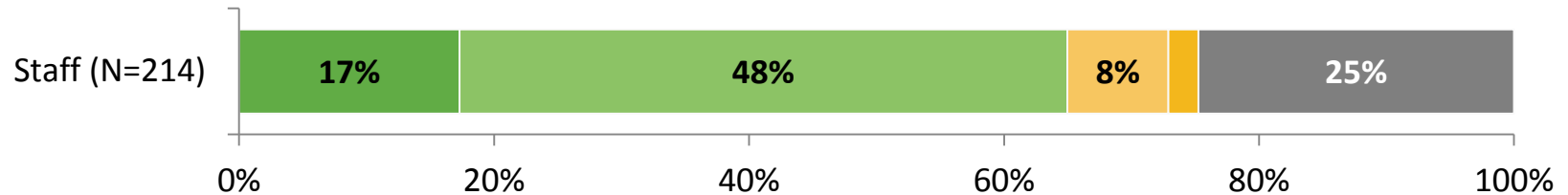
Have you participated in a sheltered science or social studies class? (This is a special class only for students who are learning English.) (N=208)



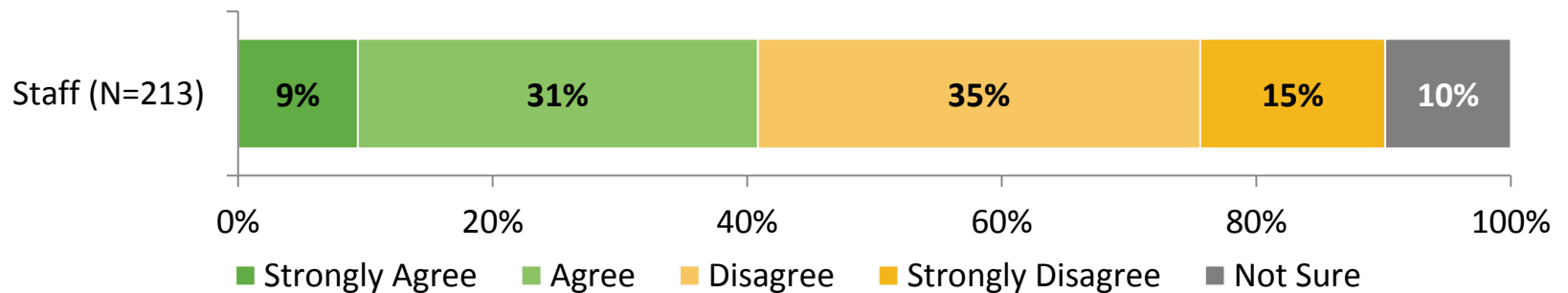
Parents, Staff Members and Administrators

Identifying ELL Students

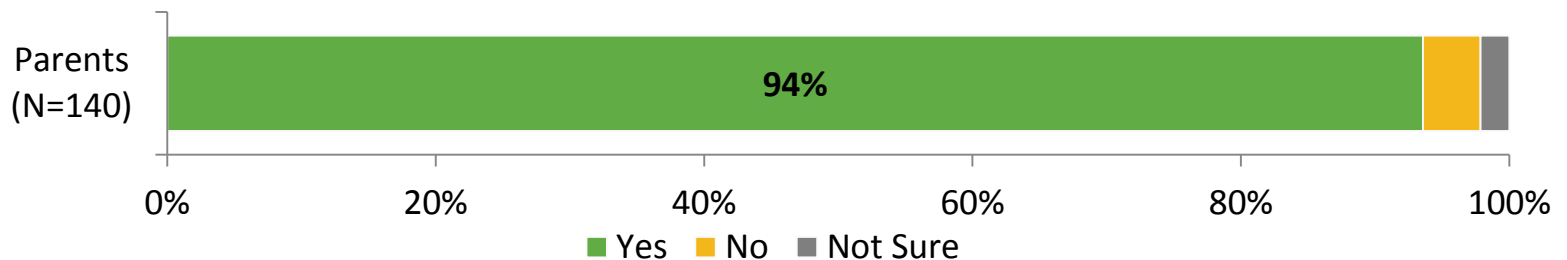
The district has clear procedures for identifying students who are English Language Learners.



I feel knowledgeable about the process for identifying English Language Learners.

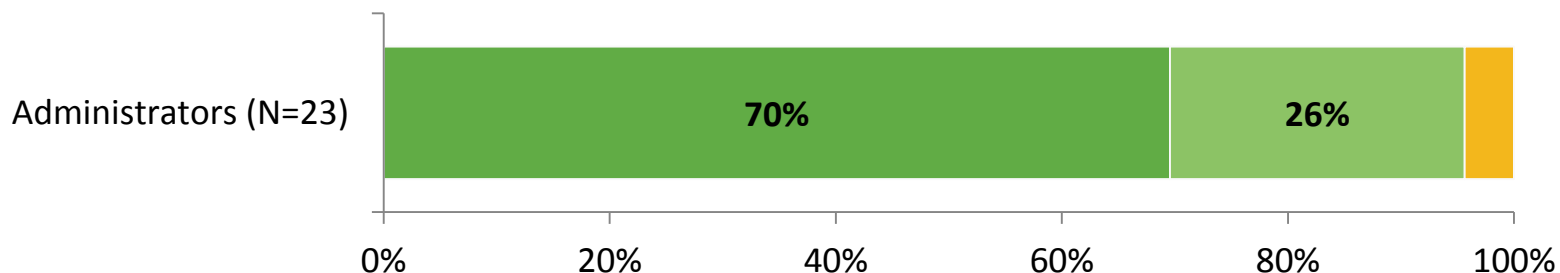


Do you understand how your child was identified for the English Language Learner (ELL) Program?

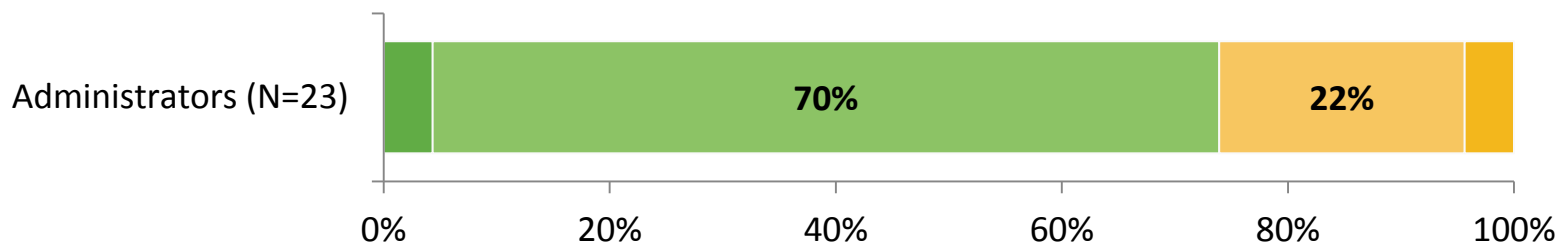


Identifying ELL Students (Continued)

The district has clear procedures for identifying students who are English Language Learners (ELL).



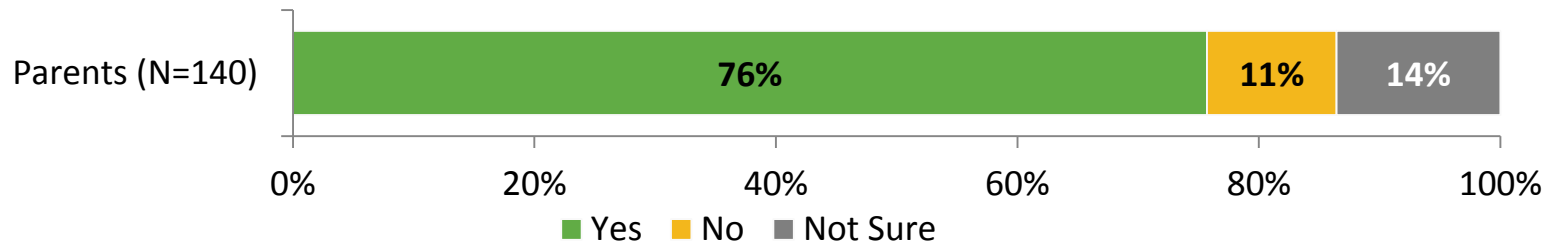
Staff members at my school (teachers, secretaries, etc.) are knowledgeable about the process for identifying students who are English Language Learners.



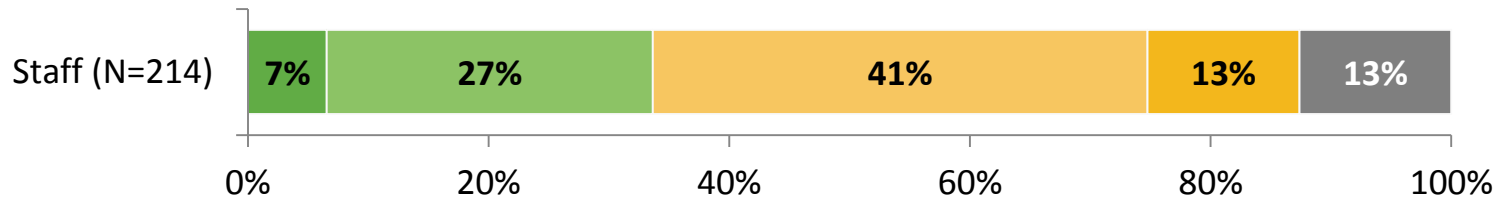
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Sure

Requirements for Students to Exit the ELL Program

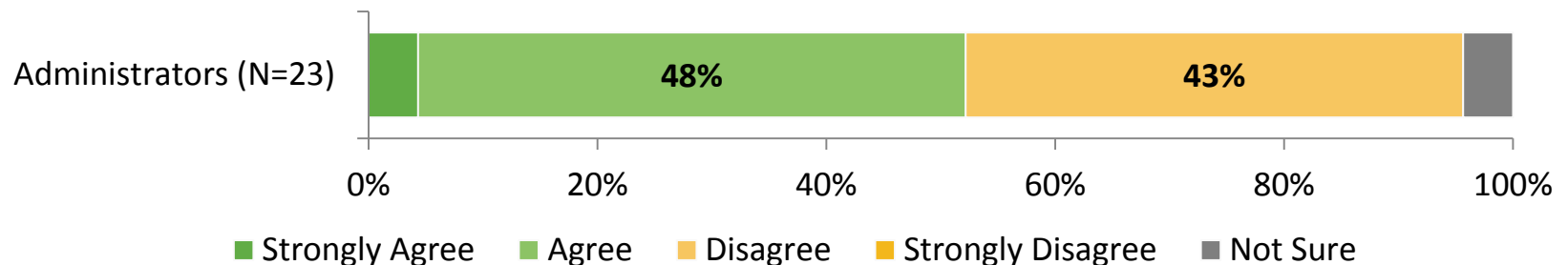
Do you understand the requirements your child must meet in order to exit the ELL Program?



I feel knowledgeable about the requirements for a student to exit the ELL program.

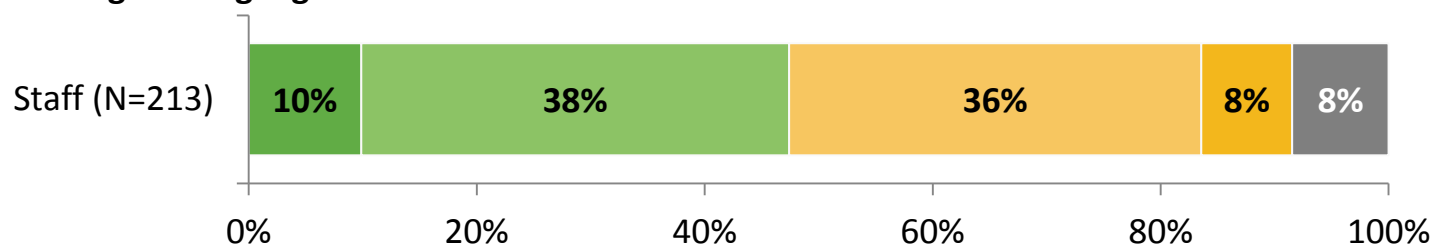


Staff members at my school are knowledgeable about the requirements for a student to exit the ELL program.

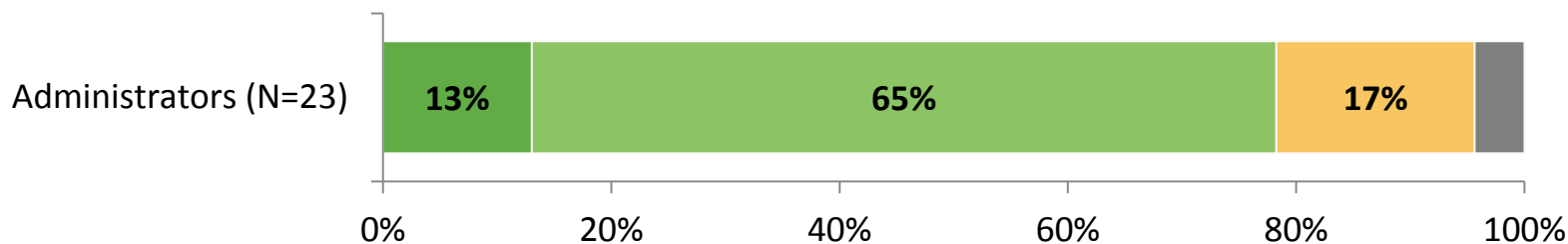


Referring Students for an English Language Evaluation

When I have concerns about a student's level of English proficiency, I know the procedures for referring that student for English language evaluation.



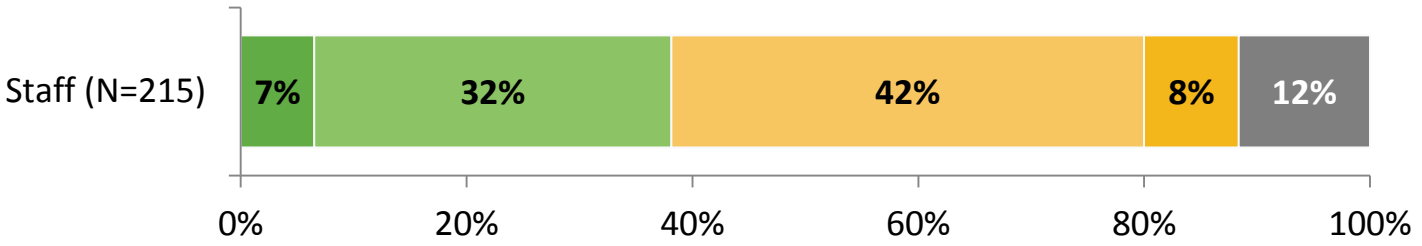
When staff members at my school have concerns about a student's level of English proficiency, they know the procedures for referring that student for English language evaluation.



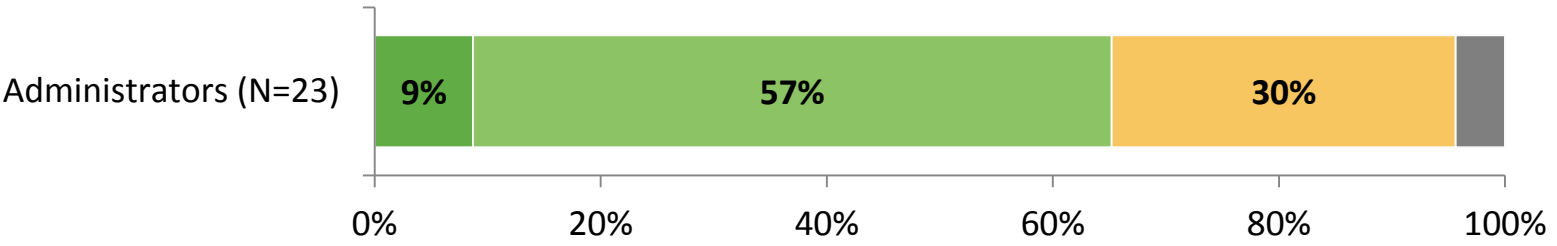
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Sure

Assessing English Language Learners

I understand the procedures for assessing English Language Learners.



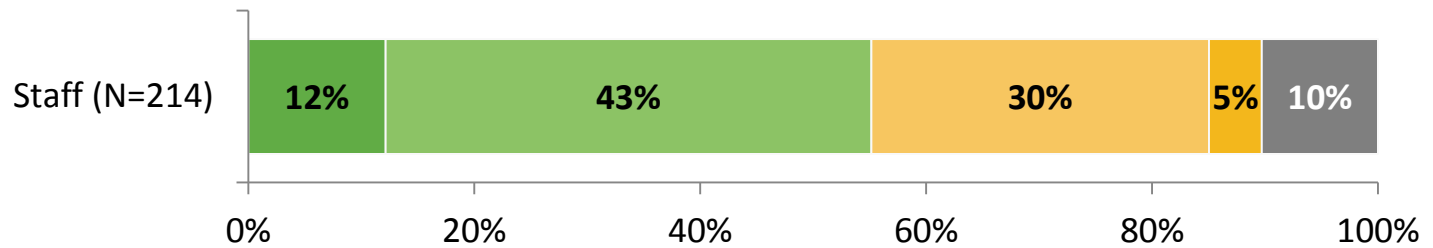
Staff members at my school understand the procedures for assessing English Language Learners.



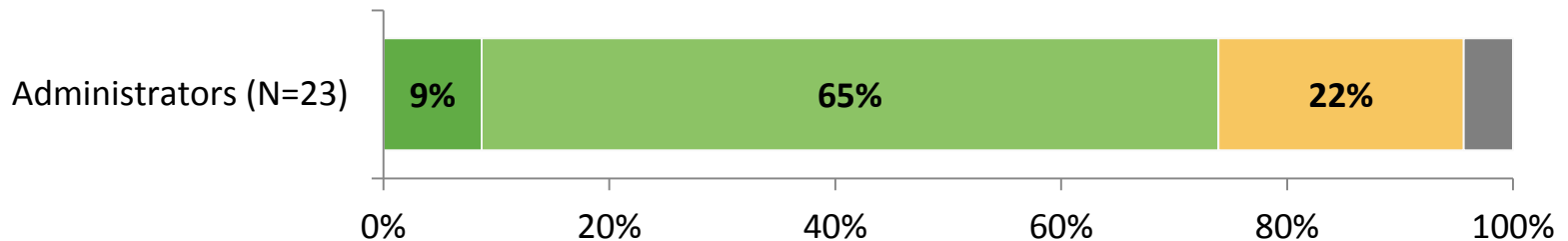
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Sure

Assessment Accommodations for ELLs

I understand the assessment accommodations available to English Language Learners.



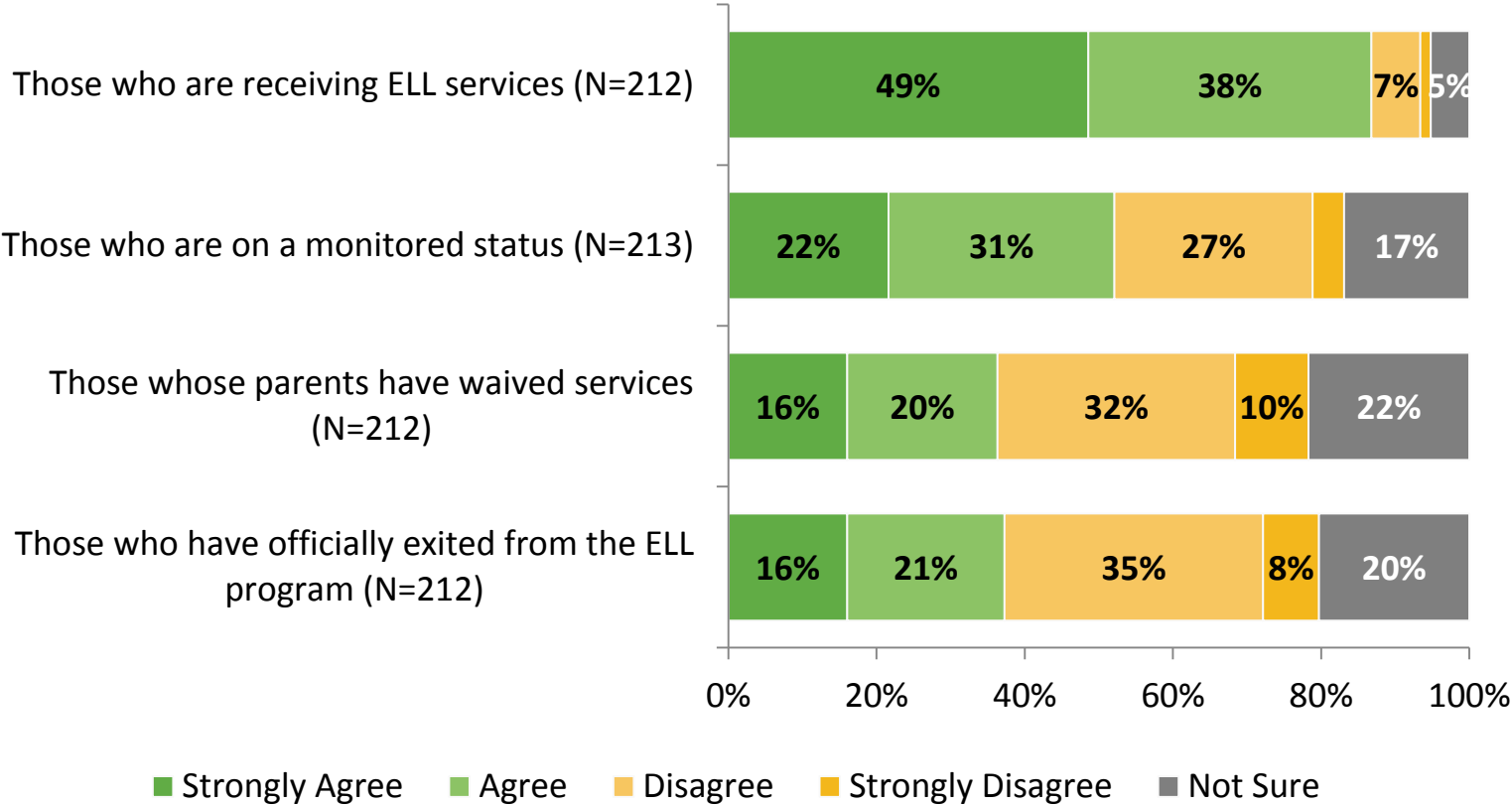
Staff members at my school understand the assessment accommodations available to English Language Learners.



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Sure

Staff Awareness of ELL Students

I know which of my students are English Language Learners, including:



Preschool Staff

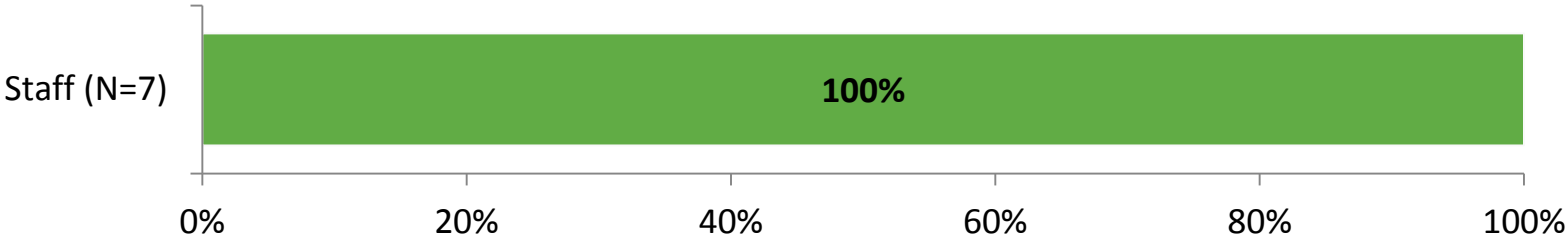
Number of Students Taught

How many children do you teach [. . .]? (N=7)

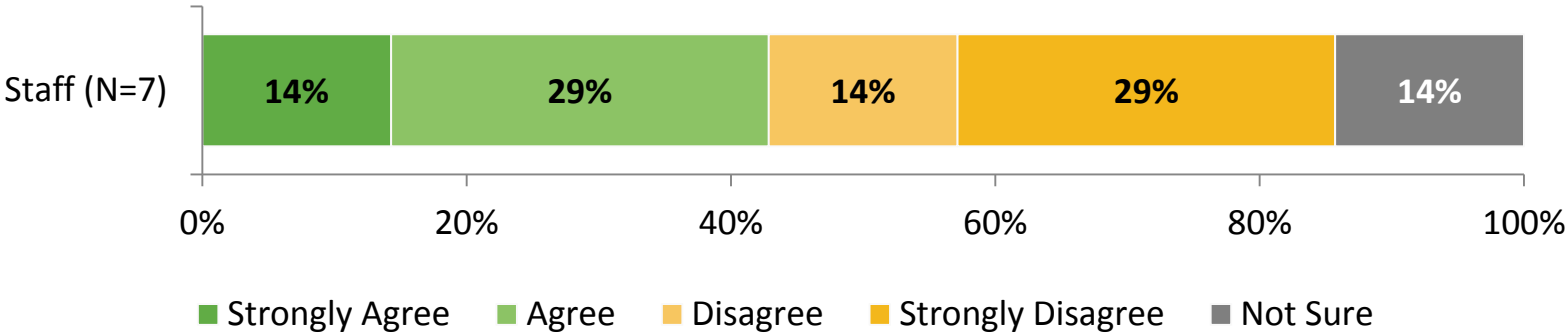
	Average	Median	Range
Morning Only	10	12	4-14
Afternoon Only	10	11	8-12
All Day	13	18	0-25

Serving ELL Preschool Students

I know which children in my class use a language other than English at home.



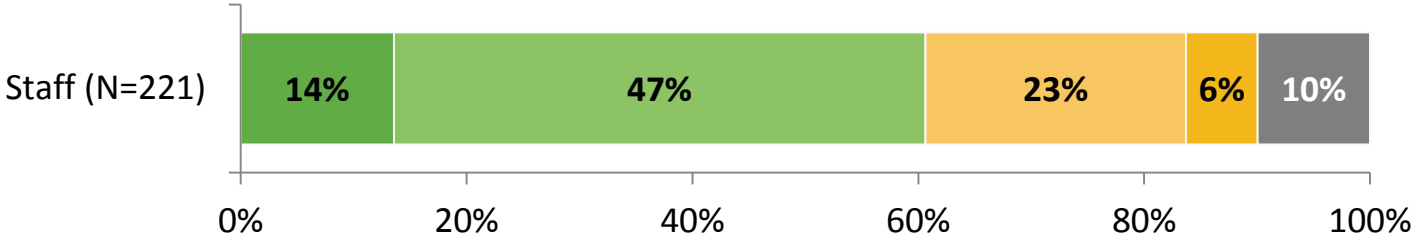
I understand how to meet the academic and language development needs of the English Language Learners in my classroom.



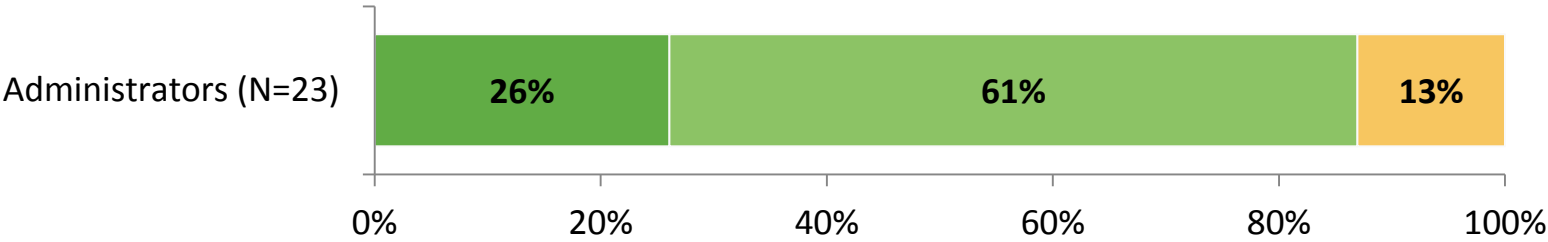
Parent Engagement

Acquiring and Scheduling an Interpreter

I understand the procedures for acquiring and scheduling an interpreter for an ELL parent.



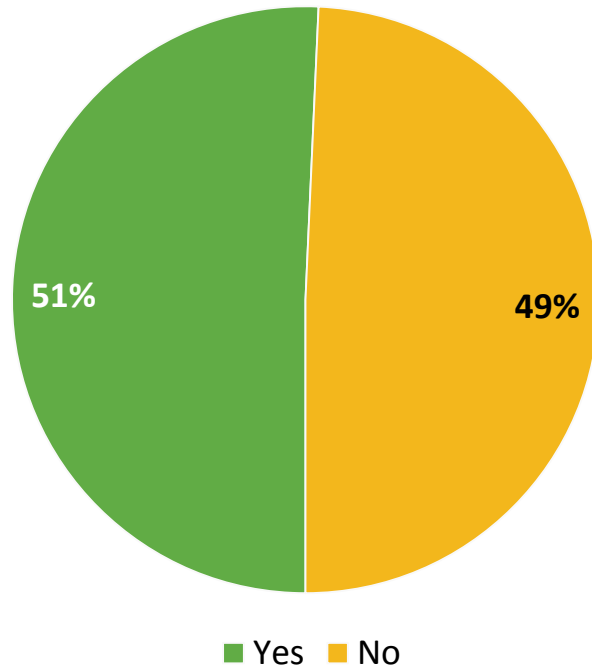
Staff members at my school understand the procedures for acquiring and scheduling an interpreter for non-English speaking parents.



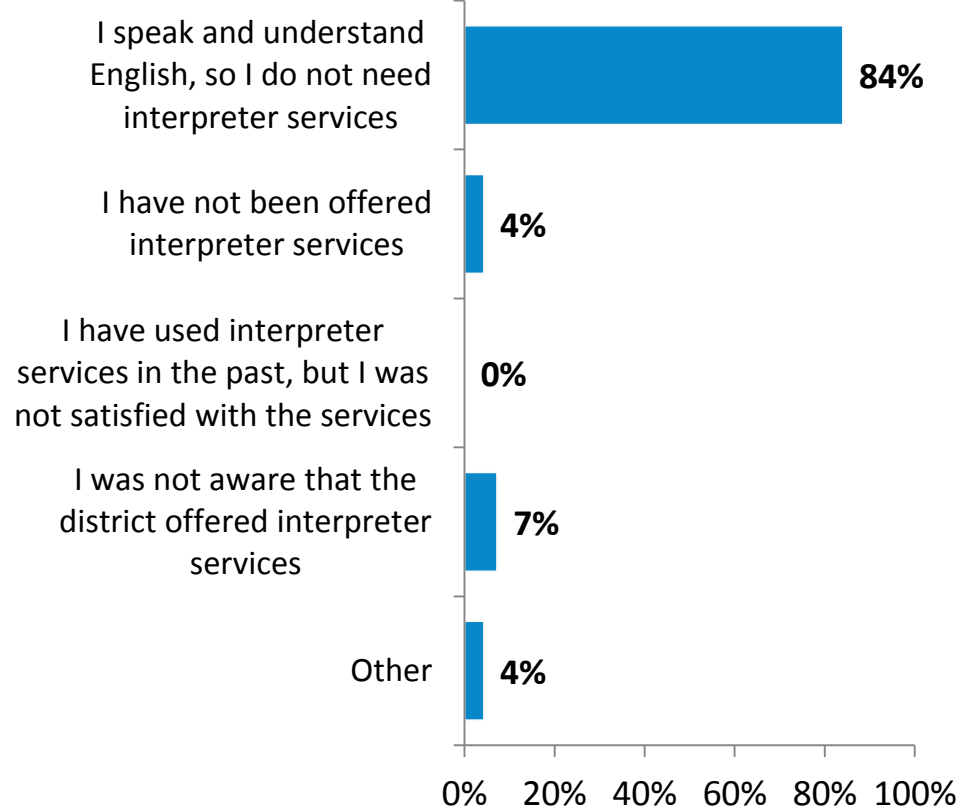
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Sure

Parent Use of Interpreter Services

Have you used school district-provided interpreter services to communicate with your child's teacher(s)? (N=140)



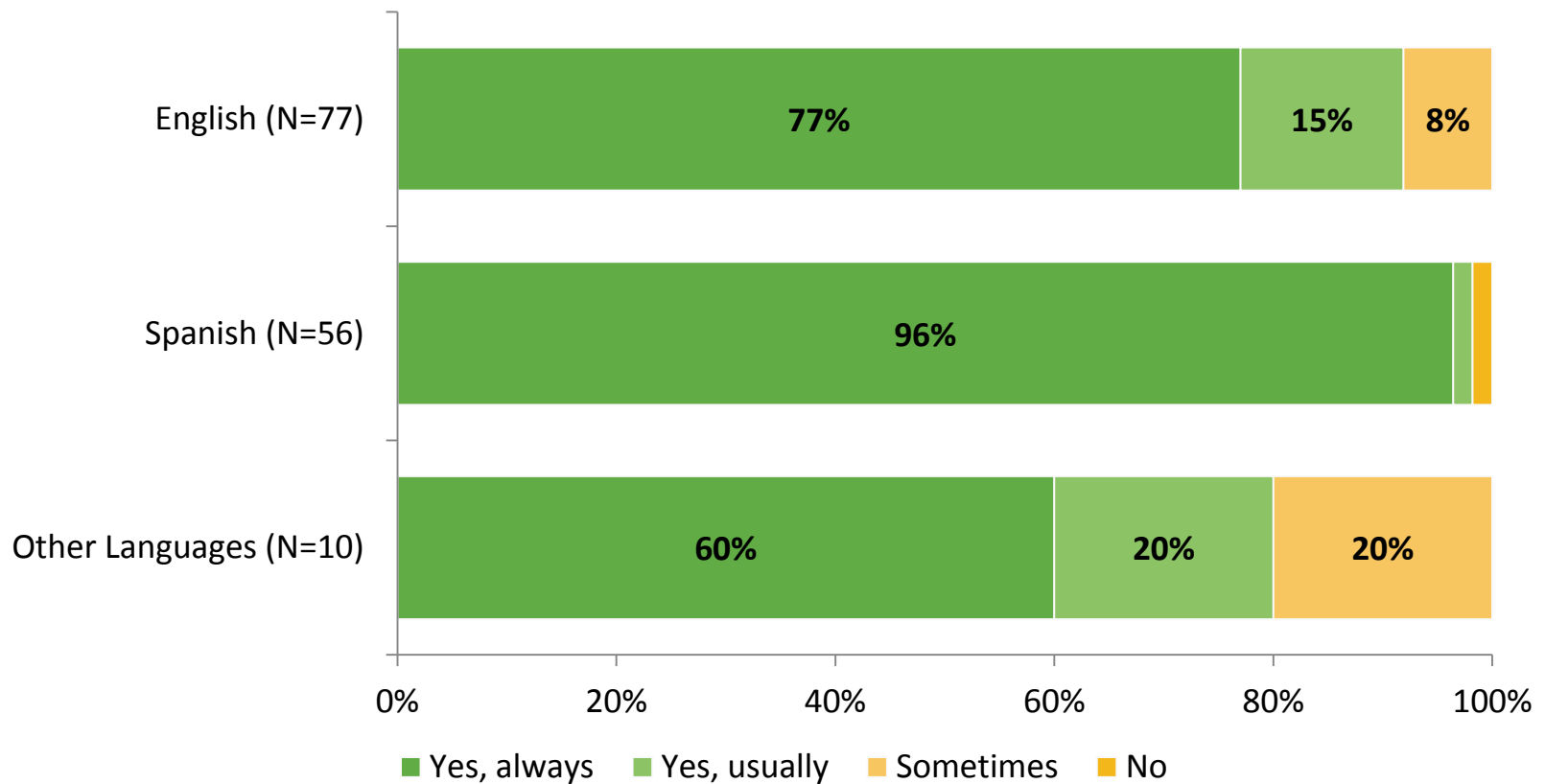
Why have you not used school district interpreter services to communicate with your child's teacher(s)? (N=69)



Note: Only participants that answered that they have not used school district-provided interpreter services were given the opportunity to answer this question.

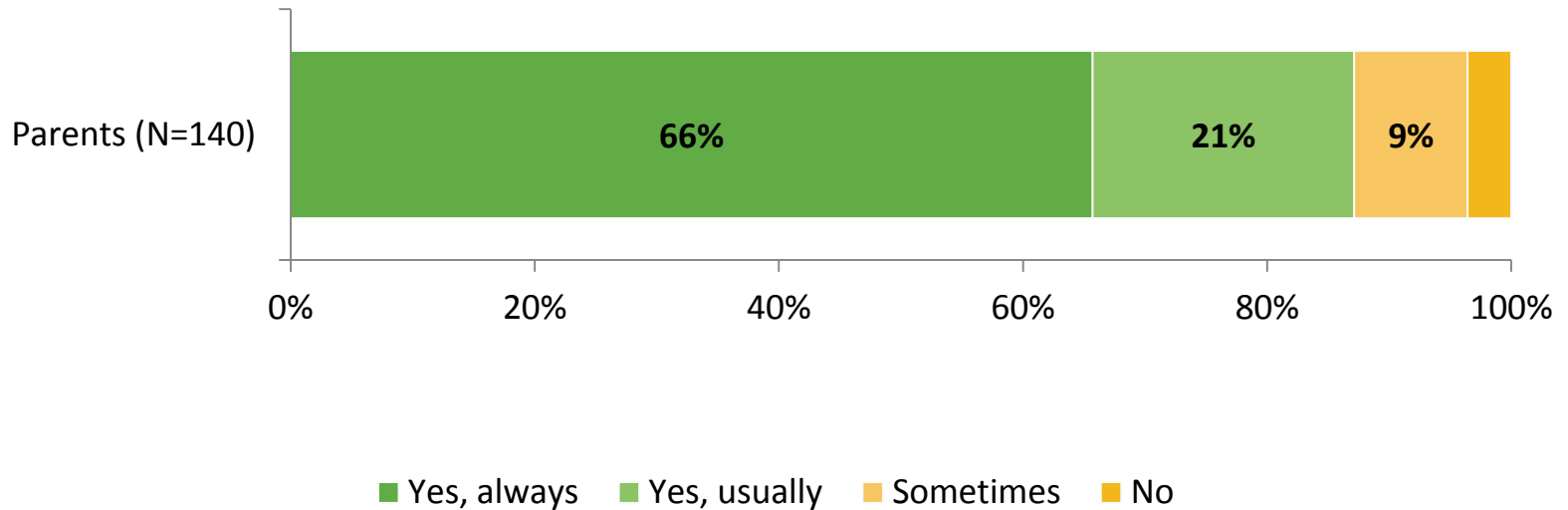
Parent Comfort Visiting the School

Do you feel comfortable when you visit your child's school?



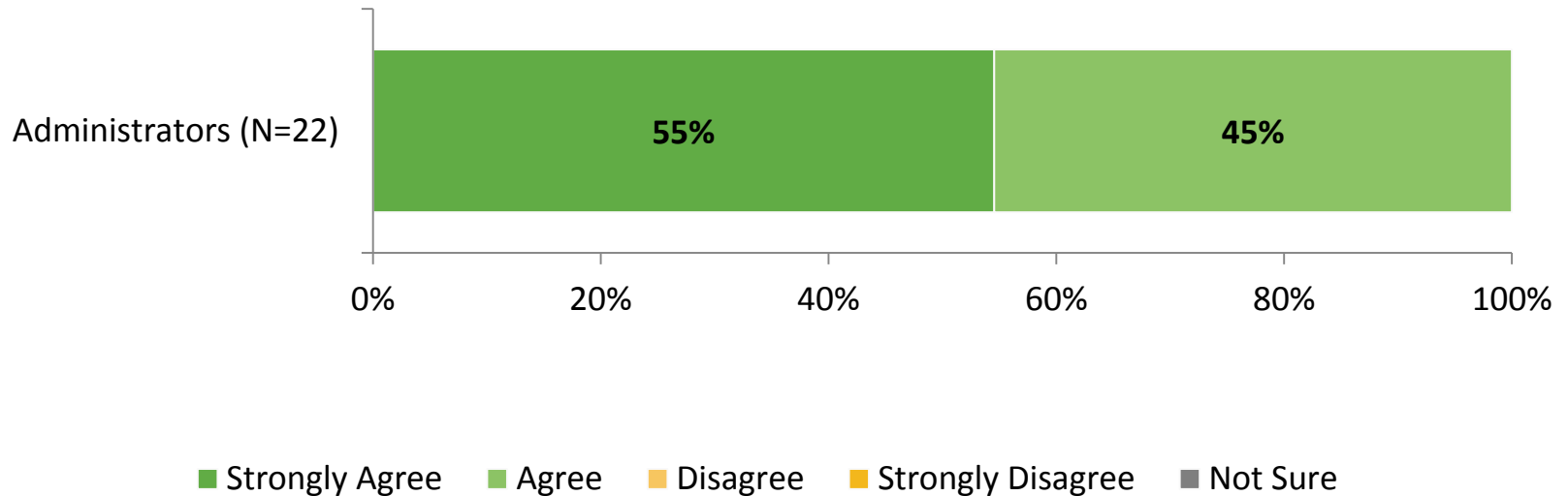
Informing Parents of Student Progress

Do you feel informed about your child's progress in learning to speak, listen, read and write in English?



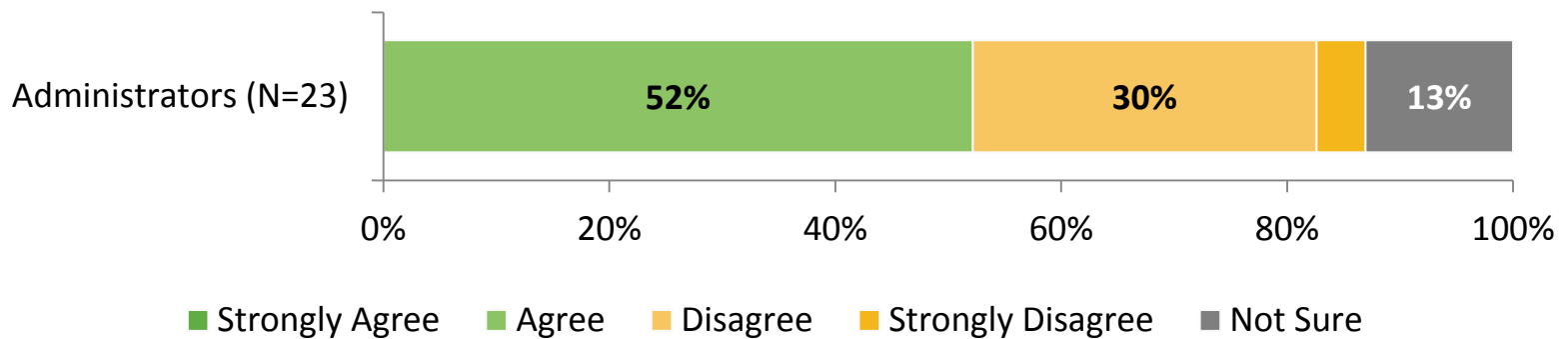
Informing Parents about Programming

Parents of students who are identified as English Language Learners at my school are provided with information about programming and given the option to accept or waive ELL services.

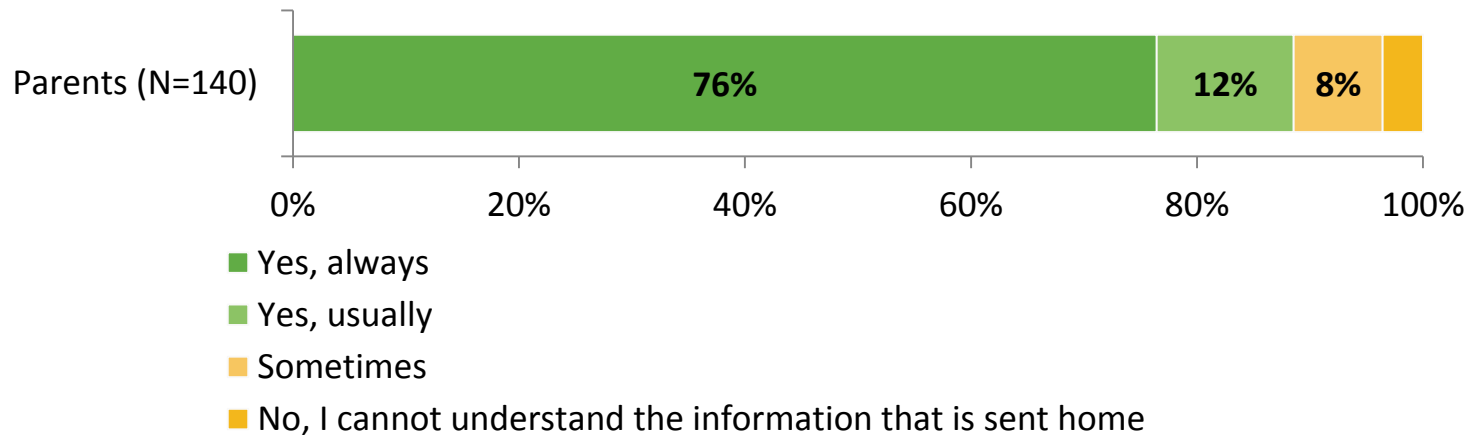


Informing Parents of Events and Activities

Information about events and activities at my school are communicated to parents of ELL students — via phone, email or paper documents — in a language that parents can understand.



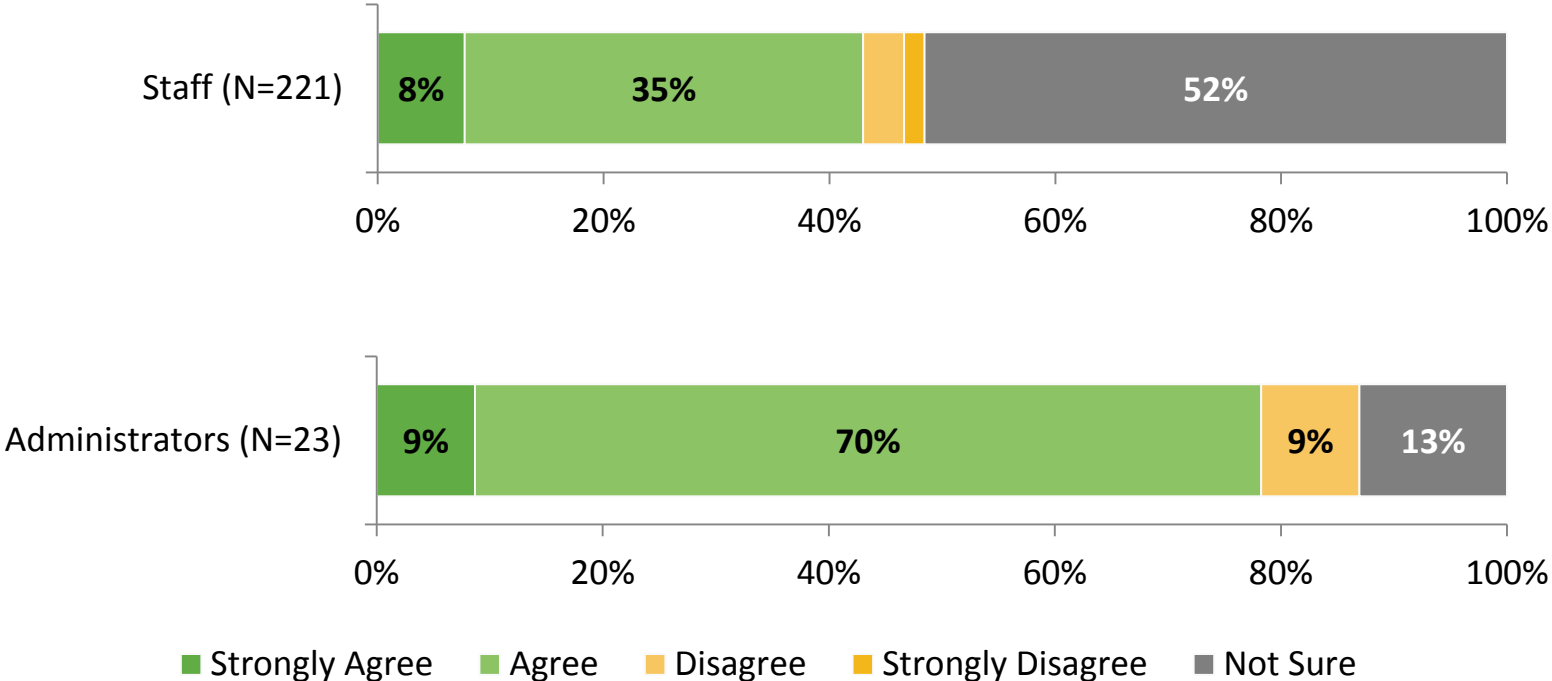
Are you informed about school activities and events in a language you can understand?



Academics

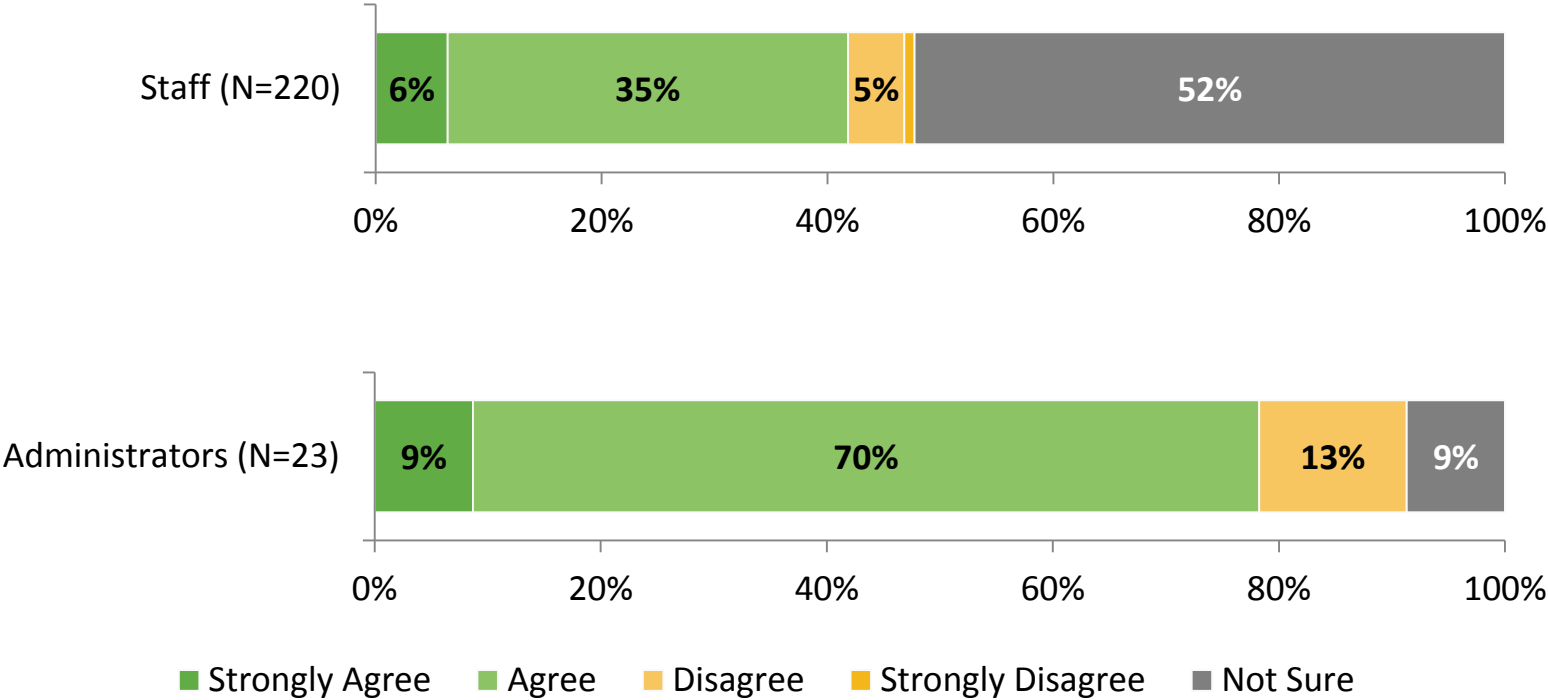
Alignment with Mainstream Curriculum

The ELL curriculum aligns with the mainstream curriculum.



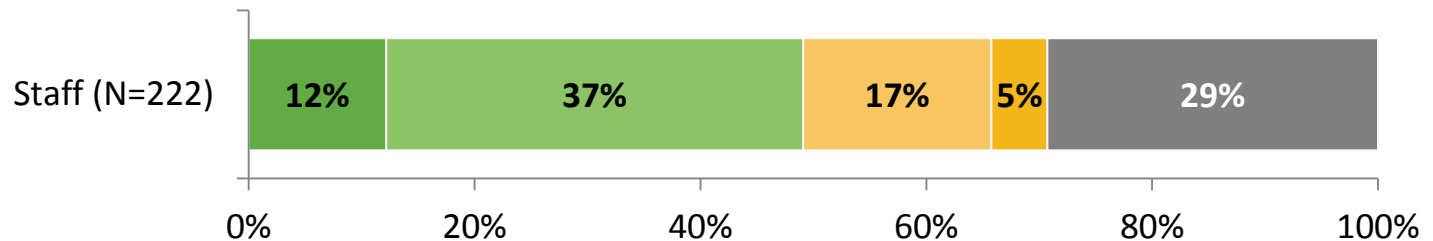
Alignment with Mainstream Standards and Expectations

The ELL standards and expectations align with the mainstream standards and expectations.

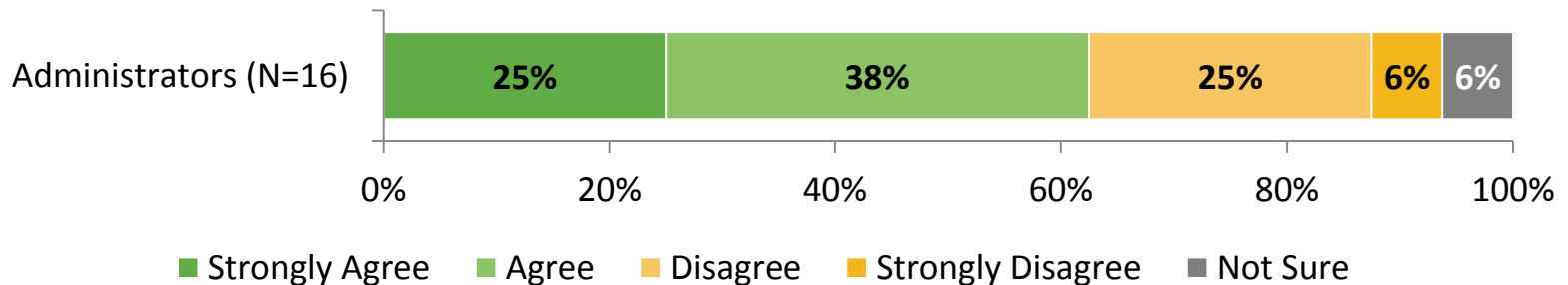


Communication Between ELL and Mainstream Staff

There is adequate communication and collaboration between ELL teachers and mainstream/content teachers.



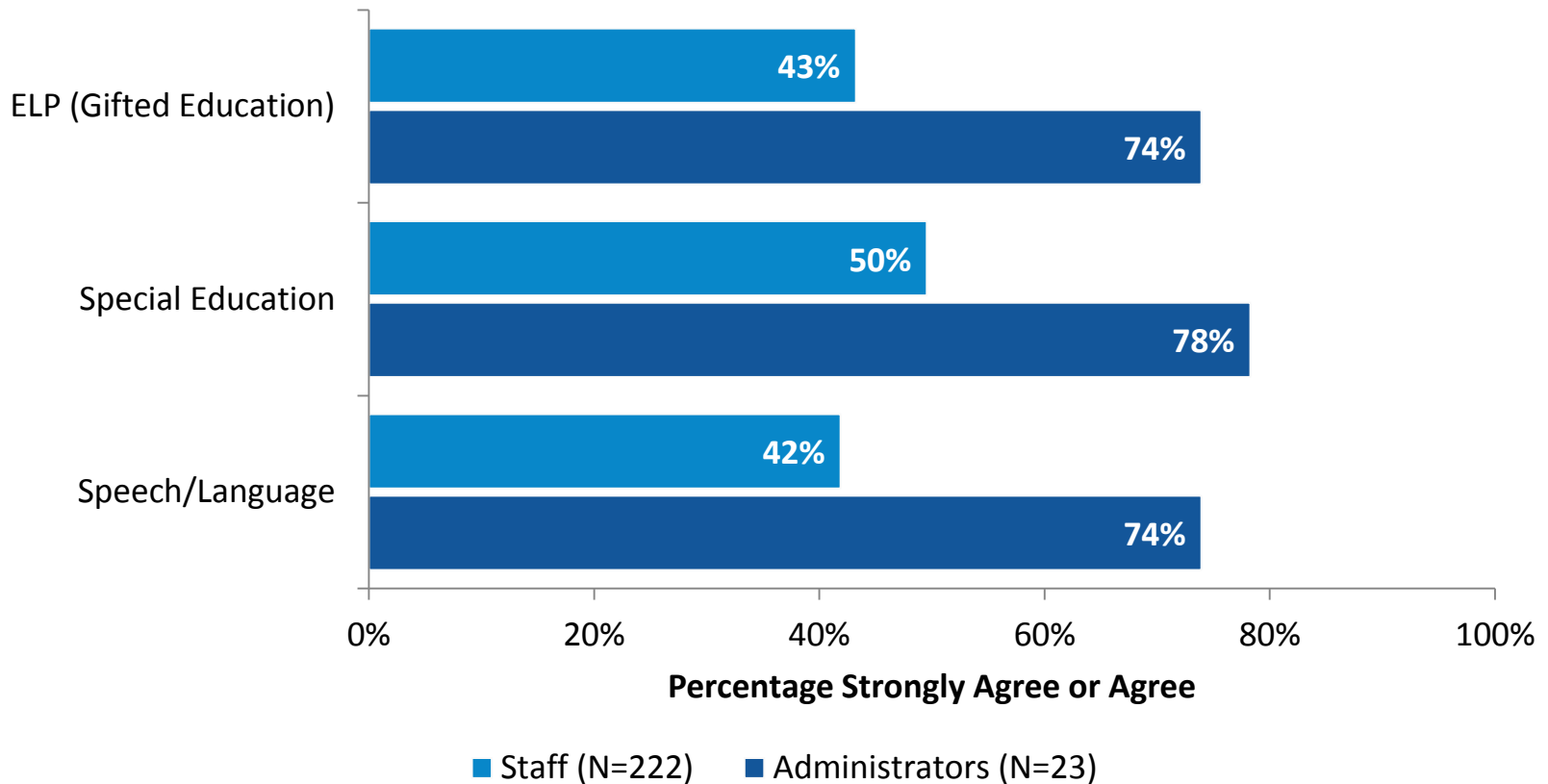
There is adequate communication and collaboration between ELL teachers and mainstream/content teachers in my school.



Note: Not Applicable responses have been excluded from Administrator calculations.

Referring ELL Students for Other Services

I understand the procedures for referring an ELL student for the following services:

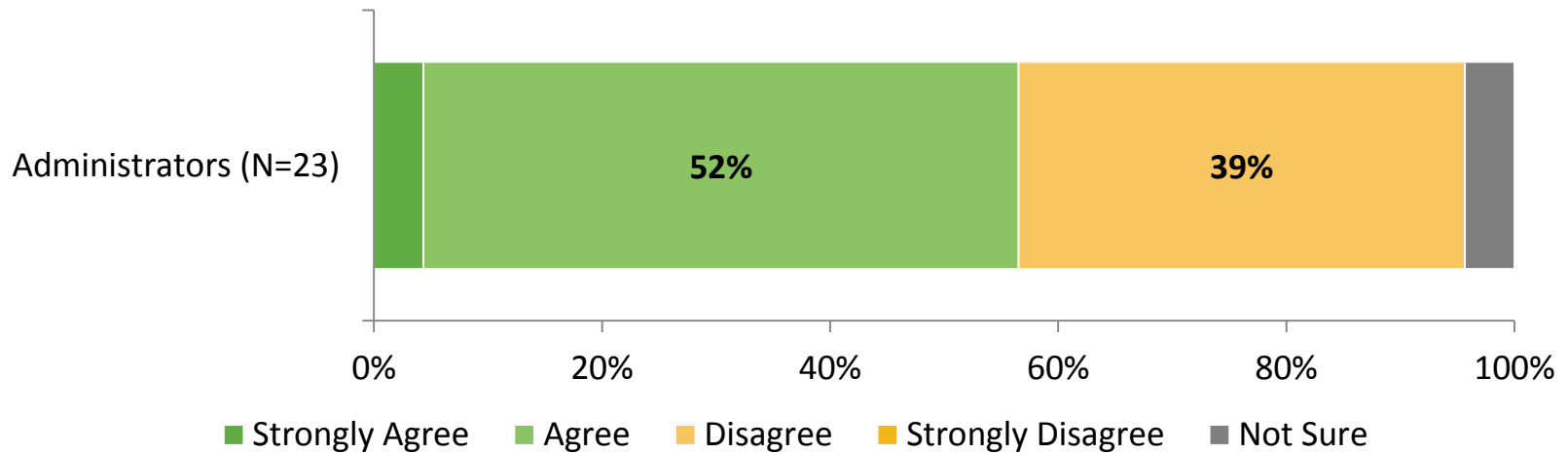


Answer Options: Strongly Disagree, Disagree, Agree, Strongly Agree, Not Sure

Professional Development

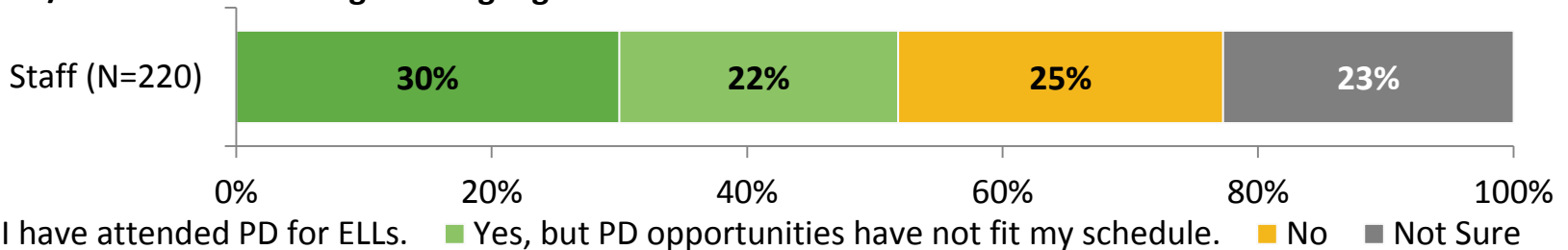
Meeting the Needs of ELL Students

Teachers in my building understand how to support and meet the needs of ELLs in the classroom.

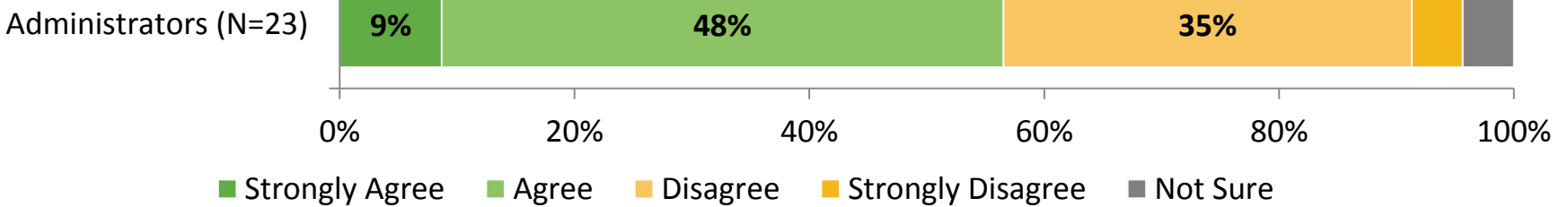


Professional Development Opportunities

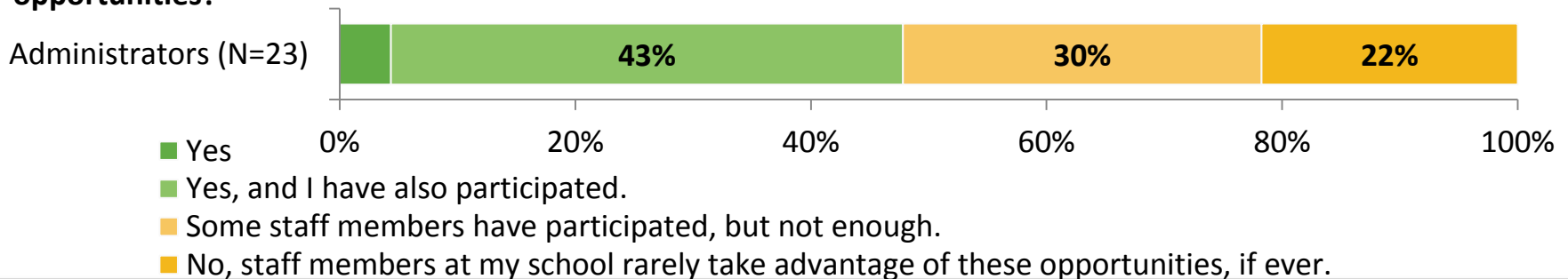
I have adequate opportunities to participate in professional development to improve instruction/achievement for English Language Learners.



Teachers and other staff members in my building have been provided with adequate opportunities to participate in professional development to improve instruction/achievement for English Language Learners.

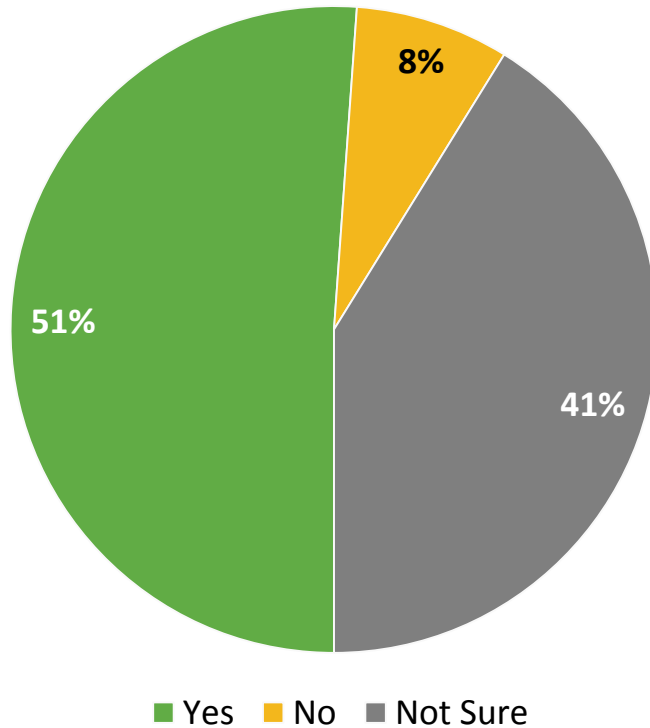


Do you feel that staff members at your school take advantage of these professional development opportunities?

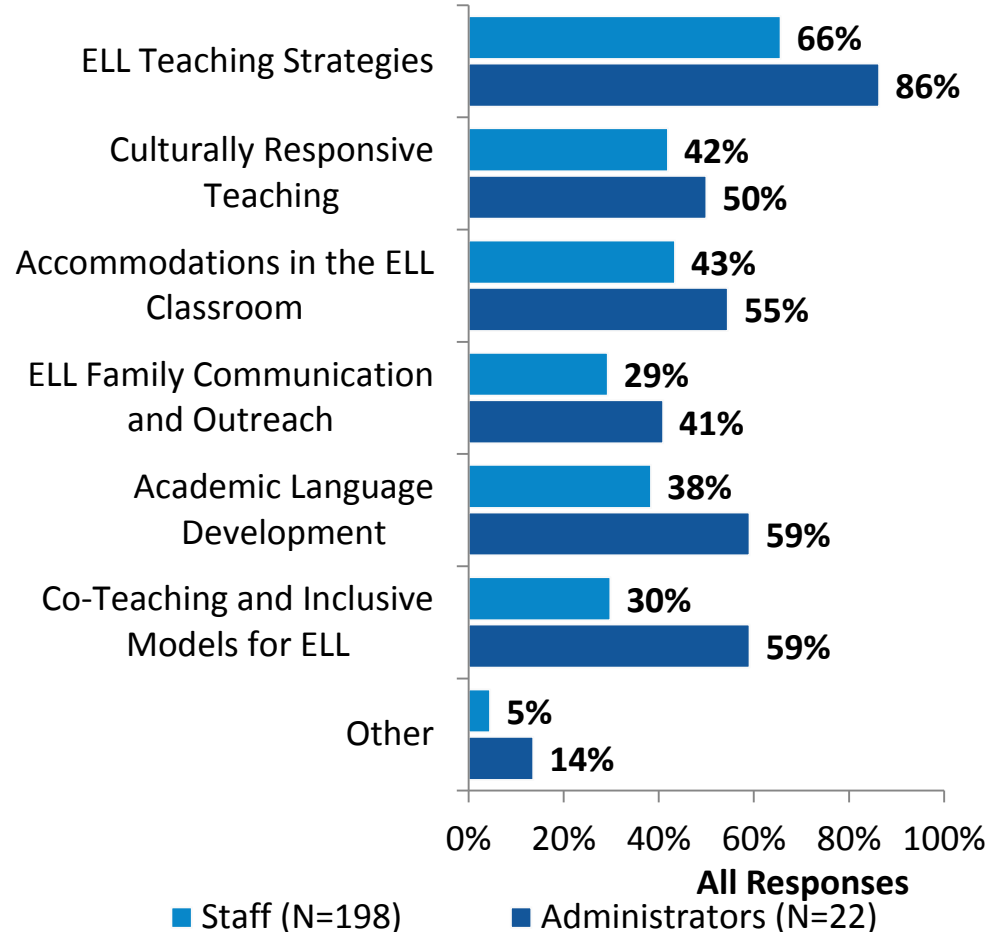


Additional Professional Development Opportunities for Staff

If more ELL professional development opportunities were made available, would you attend? (N=221)



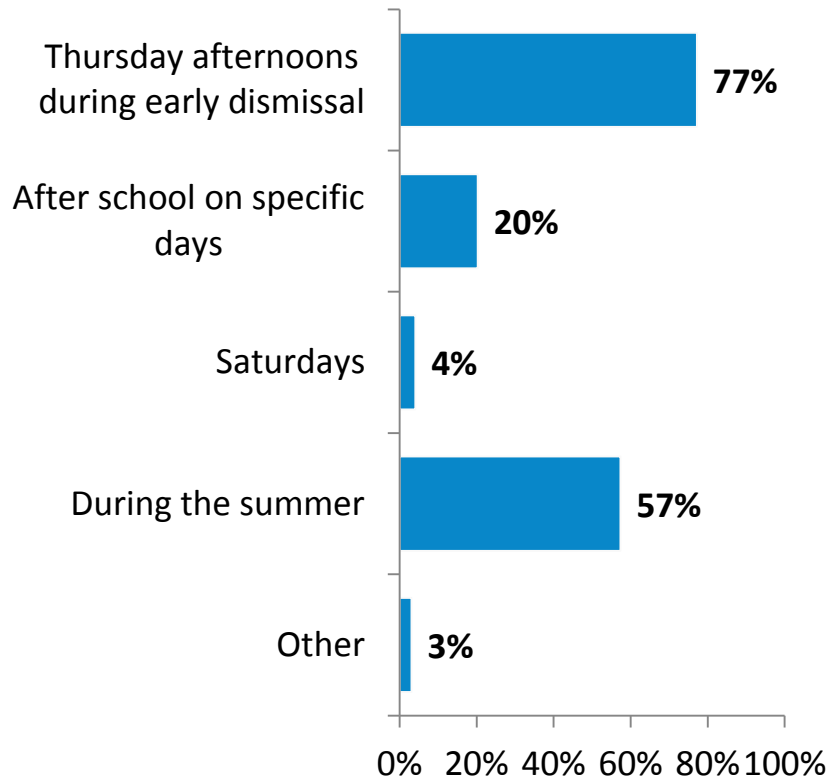
Which of the following professional development opportunities would you find most valuable?



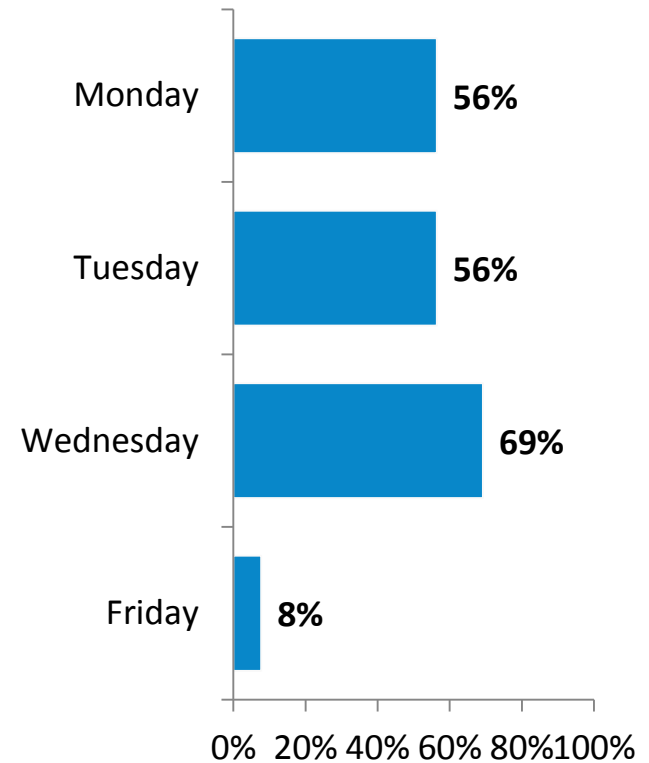
Note: The sum of percentages may exceed 100% because participants could select more than one response option.

Additional Professional Development Opportunities for Staff (Continued)

Which of the following professional development times work best for you? (N=197)



On which days are you most likely to attend after-school professional development? (N=39)

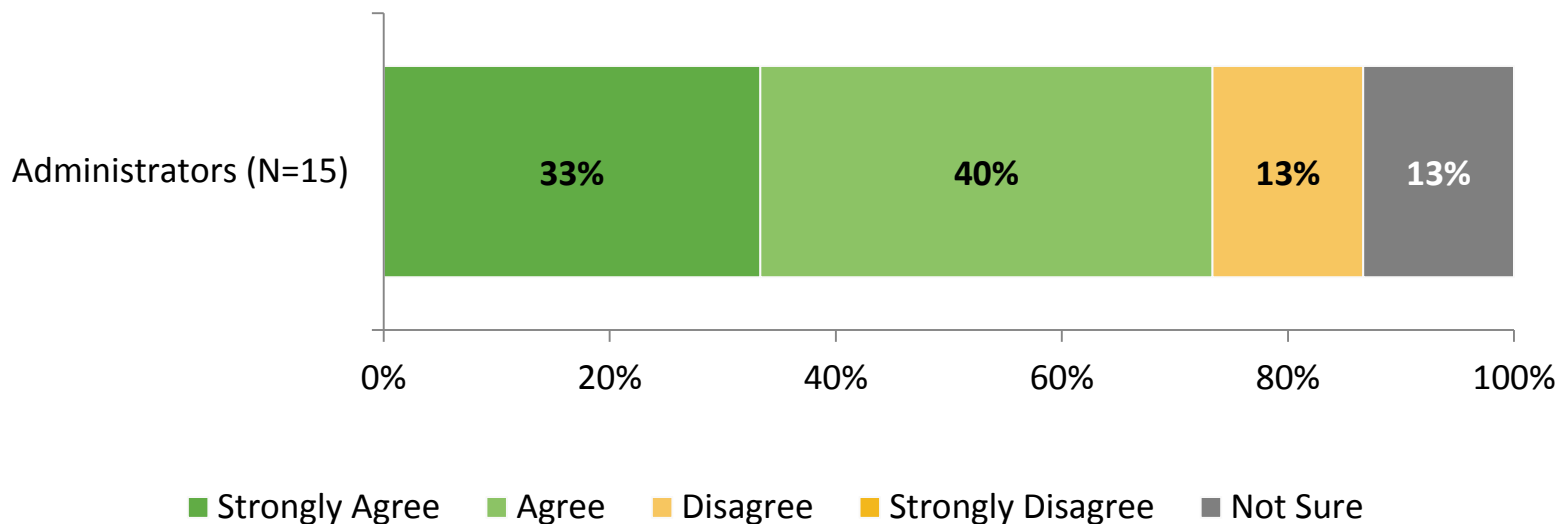


Note: The sum of percentages may exceed 100% because participants could select more than one response option.

Questions for Administrators in Buildings with ELL Programs

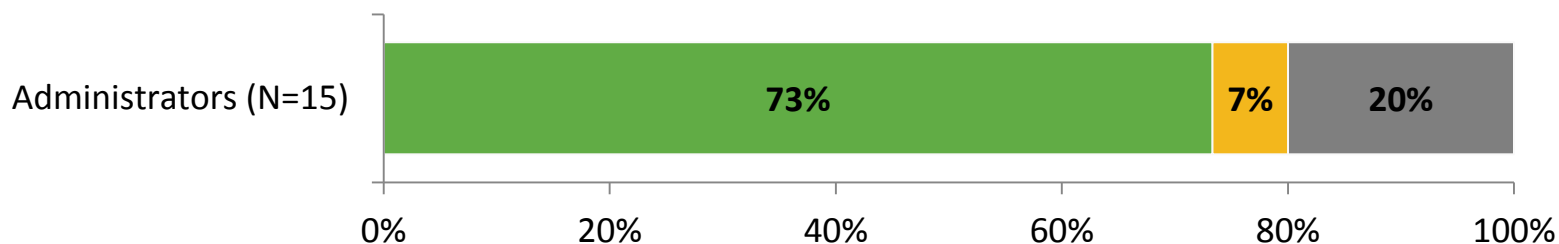
Inclusive/Co-Teaching Models

Inclusive/co-teaching models (ELL and content teachers) improve the overall achievement of English Language Learners at my school.

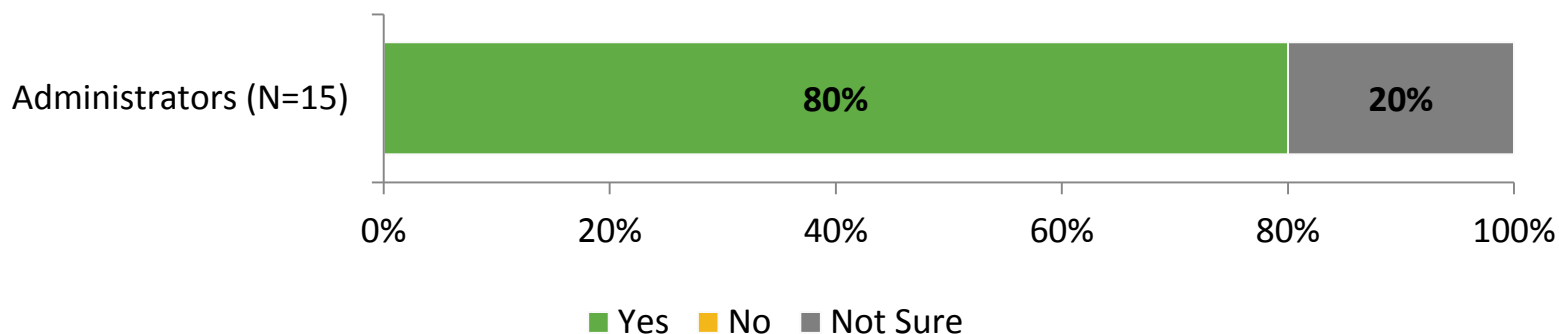


Professional Development on Co-Teaching Models

Are you interested in offering professional development on co-teaching models (ELL/Content teachers) and scheduling weekly planning time for co-teachers?



Would you consider clustering ELL students in fewer classrooms (rather than equally among all classrooms) in order to more efficiently utilize a co-teaching model?



K12 *Insight* is a research and communications firm that helps school district leadership better engage in conversations with parents, teachers, staff, students and the general public on critical district issues.

K12 *Insight's* approach results in greater transparency and collaborative decision-making.

Watch our [Let's Talk! video](http://bit.ly/1umZZVj) at <http://bit.ly/1umZZVj> to learn how to build community trust by listening, learning and leading with care.

Learn more about K12 *Insight* via:

