

# 2018-19 Evaluation of the Academic Tutoring Program for English Learners

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## At-a-Glance

The Department of Communications in the Dallas Independent School District (Dallas ISD) administered an academic tutoring program in 2018-19 for English Learners (ELs) through the Translation Services Department at six district campuses: four elementary school campuses (Lee A. McShan, Dan D. Rodgers, Nathan Adams, Charles A. Gill) and two middle school campuses (Harold W. Lang, Sam Tasby). The program aimed to provide tutoring, translations, and interpretation for ELs throughout the course of the academic year. The total 2018-19 budget for the Academic Tutoring program for ELs was \$176,732 from Title III funds (no change from 2017-18).

### Purpose of the Evaluation

The purpose of this report was to describe the Academic Tutoring Program for ELs and the activities conducted by its staff members.

### What was the function of the Academic Tutoring program for ELs and what students did it serve in 2018-19?

### Methodology

The evaluators interviewed program administrators and received tutoring rosters, schedules, and other relevant documents on March 26, 2019. The evaluators summarized program information and the number of students tutored by dominant language.

### Program Description

The program aimed to 1) provide tutoring and instructional materials for students as requested by English as a Second Language (ESL) teachers, 2) provide translations of academic materials and state academic standards for communication between teachers and campuses to parents, and 3) provide interpretation at campus- and district-level meetings for parents, as requested.

Four interpreter/tutors provided small-group reading/language arts and mathematics tutoring to 70 students who spoke Arabic, Burmese, Swahili/Kirundi, and other languages spoken by immigrant students enrolled in United States schools fewer than three years. The number of students served by dominant language is shown in Table 1.

Table 1: 2018-19 Number of Students Served by the Academic Tutoring Program for English Learners by Dominant Language

| Dominant Language | Tutored<br>(N = 70)<br>n |
|-------------------|--------------------------|
| Burmese           | 12                       |
| Swahili/Kirundi   | 15                       |
| Arabic            | 17                       |
| Other             | 26                       |

Note: Data received from Translation Services Department on March 26, 2019.

In collaboration with teachers, students at served campuses were placed in groups based on dominant language and academic level, and tutors met with each group approximately twice per week over the course of the school year. Tutors aimed for groups of three to four students, although some students were tutored individually. This supplemental tutoring did not take the place of core instruction in any content area. Each classroom teacher monitored the academic progress of the tutored students and communicated that information to the assigned tutors.

### Recommendations

See the Title III Evaluation of Bilingual Education and English as a Second Language At-A-Glance (EA19-126-4A) for a consolidated list of recommendations pertaining to English Learners.

An electronic version of this report as well as the full report can be found at [www.dallasisd.org/Page/888](http://www.dallasisd.org/Page/888). For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

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