

Grand Island Public Schools District English Learner (EL) Review Annual Report for SY 2025–2026

“The language instruction program review process includes an annual review by a designated school district team to provide input to the district superintendent in order to guide the planning, implementation, evaluation, and modifications of the district’s language instruction educational program.” –NDE Rule 15, Section 008.

Review Team

- Amanda Levos, K-12 EL Director and Equity Systems Navigator
- Melinda Sturgill, Coordinator of the GIPS Newcomer Welcome Center
- Amy Bombeck, K-5 EL Curriculum and Instruction Specialist
- Sara Geurink, 6-12 EL Curriculum and Instruction Specialist
- GIPS Staff:
 - K-5 EL Teachers | Ashley Micek, Jacque Henderson, Megan Torres-Moreno, Nyareu Thong, Tyler Richardson
 - Middle School Administration
 - Leading for Learning District Administrators –*data review*
- Central Office Principal Support Survey –*Annual Feedback on the EL Department by PK-12 Building Principals*

Review Process

The EL District Leadership Team met for a half-day session on May 18, 2026, with follow-up meetings throughout May, June, and July with other district and school staff. The EL Director facilitated the review using the sample template provided in NDE’s “Rule 15: A Guide for Implementation” (2021, p. 57-67).

District EL Program Goal(s)

Grand Island Public Schools will ensure the academic success of our English Language Learners while respecting diversity and maintaining their cultural and linguistic identities.

We advocate and provide for:

- Specialized instruction that develops English proficiency in the four language domains of reading, writing, speaking, and listening;
- Meaningful access to the rigorous core curriculum, instruction, and assessment;
- Equal opportunities to participate in all curricular and extracurricular activities;
- Collaboration with students, parents, and staff to meet educational goals;
- Connections to school, community, and society.

Summary of Review Findings

Rule 15 Required Elements. Grand Island Public Schools meets the required elements of Rule 15. These assurances indicate that the district has thoroughly reviewed the EL program and services for the required elements of Rule 15. Evidence is documented in the District English Learner Program shared drive, and detailed notes are recorded on the EL Program Review Template, which is kept with the EL Director.

- ☐ The district identifies EL students according to Rule 15 (003) using the three Home Language Survey questions required of all students at the time of enrollment, administering the ELPA21 English language proficiency screener, and notifying parents within the required timeline.
- ☐ The district implements a Language Instruction Educational Program (LIEP) according to Rule 15 (004), which is designed to provide a systematic, research-based approach to teaching the English language to LEP students. (Please see the Language Instruction Educational Program Overview.)
- ☐ The district's Language Instructional Educational Programs are directed and taught by qualified and trained professional staff according to Rule 15 (005).
- ☐ The district assures that all EL students participate in the state language proficiency and content assessments with appropriate accommodations (006).
- ☐ The district employs the exit criteria set forth by Rule 15 (007).

Language Instruction Educational Program (LIEP) Overview

[GIPS EL Service Delivery Models Grades K-12](#)

EL Student Performance Summary

Annually, a district team reviews demographic and student achievement data with emphasis on EL students' improvement, status, and growth on the state English language proficiency assessment, statewide content assessments (NSCAS), and other district-designated measures. In addition, the district monitors students for four years after they exit the program. These data areas are considered in the district's and campuses' continuous improvement process.

The review team noted important observations from the data, some of which are listed here:

Demographics & Enrollment

- Total Tested: Served 2,467 EL students during the 2026 ELPA21 assessment window—just 4 fewer students than the prior school year.
- New Enrollees: 397 students enrolled during the 2025–26 school year (164 fewer new students than 2024–25).
- Long-Term ELs: 12% of students are long-term ELs (6+ years in the program).

ELPA21 AQueSTT Status & Domain Growth

- Proficient: Increased from 9% (219 students) to 11% (278 students).
- On Track & Partial Progress: On Track rose from 36% to 37%, while Partial Progress expanded from 9% to 15%.
- Not On Track: Dropped significantly from 52% (1,001 students) down to 45% (939 students).
- Language Domains: Average scale scores increased across all four domains—led by Speaking (+21.34 pts), followed by Writing, Reading, and Listening.

State Standards & Accountability

- NSCAS Performance: EL students scored lower than non-EL peers on state NSCAS assessments.
- ATSI Status (2025): Designated for the EL student group at Starr and Westridge.
- CSI Status: Barr, Walnut, and West Lawn due to no progress made toward ELP.

Central Office Feedback Survey

Across 22 principal responses, feedback remains overwhelmingly positive regarding EL leadership, with primary requests centered on staffing and procedural guidance.

- Core Strengths: Leadership & Support, and Communication
- Priority Growth Areas: Program Clarity, Capacity & Staffing, and System Refinement

Advocacy and responsiveness remain top strengths year over year, while PLC guidance and student placement systems remain the primary recurring priorities.

Program Strengths & Recommendations

Per this review of Rule 15 protocols and EL achievement, the EL team noted the program's strengths and progress toward previous goals.

1. Reinstated the 6-12 EL Curriculum and Instruction Specialist role to strengthen secondary programming following a 3-year pause due to staffing needs
2. Recognized by NDE to co-present on district EL systems at NDE Admin Days alongside Fremont and Lexington
3. Participated in district-wide "Writing Revolution" professional learning—contributing to a 21 percentage point increase in EL Progress Score at an elementary school that fully integrated the process, including EL teachers participating in grade-level PLCs
4. Delivered EL professional learning to all staff across all three middle schools and conducted site-based ELPA21 "Data Digs"
5. Drafted a K-12 EL Decision-Making Guide featuring an EL Growth and Learning Snapshot to support problem-solving and service delivery decisions.
6. Created and implemented transition plans for EL students moving from 5th to 6th and 8th to 9th grade

The EL team also recommends modifications to the program to ensure student success.

1. Strengthen collaborative PLC practices by increasing EL teacher engagement and using shared data to identify student strengths, needs, and progress
2. Implement intentional supports for Long-Term English Learners (6+years) through data snapshots, collaborative planning, and targeted action
3. Embed formative language assessments into EL course Guaranteed and Viable Curriculum (GVCs) and secondary Learning Progressions, focusing primarily on speaking and writing
4. Review Newcomer Programming and adjust based on trending student numbers
5. Partner intentionally with TSI/ATSI/CSI designated buildings through specialized strategies to improve EL language proficiency outcomes
6. Direct efforts toward reducing "Not On Track" rates while elevating overall language growth and proficiency across all grade levels

The next EL Program Review is currently scheduled for May 2027.

Submitted by Dr. Amanda Levos, K-12 EL Director and Equity Systems Navigator at Grand Island Public Schools.

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