

Logan City School District

Programmatic Monitoring Report August 30, 2023

Overview

The Utah State Board of Education Title IV, part A staff monitored Logan City School District's programmatic use of funds in August 2023. This report outlines the observations, evidence, and any findings or recommendations from that site visit.

Logan City School District is utilizing funds to support English language learners by adding an additional full-time specialist at Bridger Elementary School. The total allocation for Logan City School District for FY22 was \$102,445.50.

The monitoring visit was conducted on August 30, 2023.

Goals

Logan City School District (LCSD) will use Title IV, part A funds to increase the number of English Learner (EL) students making adequate progress by 5% and Assist Newcomer students to quickly learn to express wants and needs, follow common classroom requests, and learn essential classroom vocabulary. To achieve this goal, they will hire an additional full-time English language specialist at Bridger Elementary. This specialist will emphasize the integration of STEM and associated vocabulary into support for EL students. Additionally, the inclusion of Language Targets (that will greatly assist the growth of EL students) into all content areas, including math, art, science, and social studies, will increase the access our EL students have to the curriculum and learning activities associated with each content area.

The EL specialist will also serve as the after-school club site director. This ensures that students have a safe place to be after school, and they focus on healthy lifestyles, as well as fitness and nutrition.

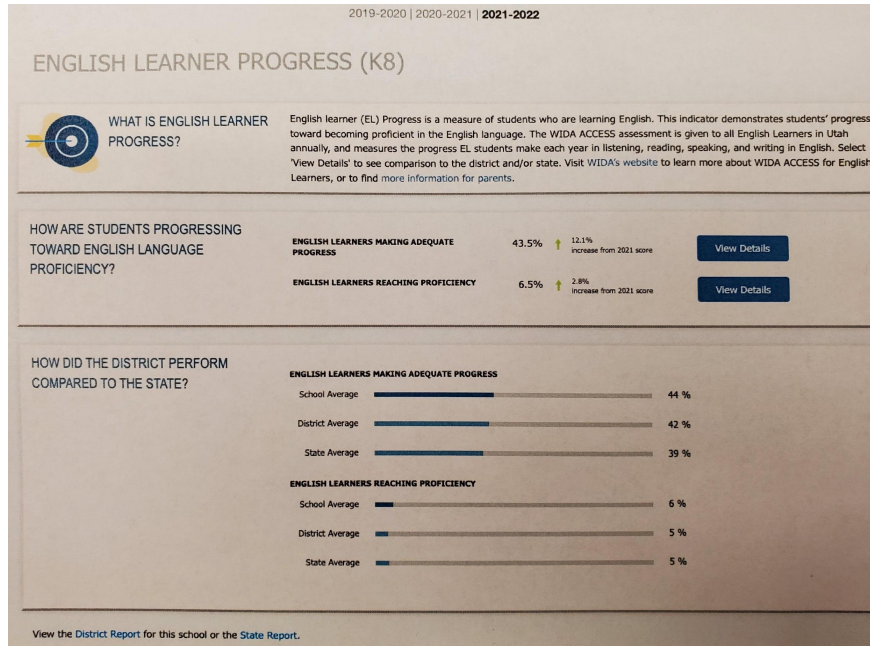
The EL specialist will also work with teachers and students on the effective use of devices to improve EL outcomes using EL software.

Highlights

Logan City School District uses a portion of funds to support an after-school program for approximately 100 students. The Title IV, part A funds covered costs for students on an income-based scale. Students were able to select from a menu of activities based on interest and academic needs. Some activities included:

- Homework time - with staff support (Reading and Math)
- Reading, learning center
- Computer lab for academic support:
 - iReady and Reflex Math
 - Lexia for reading (2-3 teachers supporting for 25 mins)
- Recess (activity break)
- Book reading
- EPIC for those who need more advanced reading time
- Clubs: STEM Club, parent liaison ran health club, cheer club
 - Health lessons/ activities
 - Guest speakers in aviation
 - Activities are grade-based
 - Lights on celebration

The majority of Title IV, part A funds were used to fund an additional EL specialist at Bridger Elementary School. The addition of this specialist led to an improvement in academic outcomes for EL students. See the following images demonstrating the WIDA scores for Bridger Elementary School from 2021-2023.



Highlights: The school saw a 12% increase in adequate progress and a ~3% increase in students reaching proficiency from 2021-2022. Overall, students at the school have exceeded in growth, progress, and proficiency in comparison to both the district and the state averages.

WIDA ACCESS for ELLs® English Language Proficiency Test


District: LOGAN CITY DISTRICT
School: BRIDGER SCHOOL *5 total students exited*
Grade: K
Cluster: K

School Frequency Report — 2021

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	5	24%	4	19%	19	90%	17	81%	4	19%	19	90%	17	81%	14	67%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	2	10%	3	14%	1	5%	2	10%	3	14%	2	10%	3	14%	5	24%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	10%	2	10%	0	0%	2	10%	2	10%	0	0%	1	5%	2	10%
4 – Expanding Knows and uses social English and some technical academic language	2	10%	3	14%	0	0%	0	0%	4	19%	0	0%	0	0%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	5	24%	2	10%	1	5%	0	0%	5	24%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test.	5	24%	7	33%	0	0%	0	0%	3	14%	0	0%	0	0%	0	0%
Highest Score	363		392		290		271									
Lowest Score	100		100		100		100									
Total Tested	21															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Highlight: In 2021, the school had five students exit the EL program prior to the addition of the EL specialist joining the team.


ACCESS for ELLs[®]
 English Language Proficiency Test

District: LOGAN CITY DISTRICT
 School: BRIDGER SCHOOL *7 total students*
 Grade: K
 Cluster: K *exited*


School Frequency Report — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	11%	2	11%	17	89%	14	74%	2	11%	17	89%	14	74%	10	53%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	3	16%	3	16%	0	0%	5	26%	3	16%	1	5%	3	16%	5	26%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	11%	2	11%	0	0%	0	0%	2	11%	1	5%	0	0%	3	16%
4 – Expanding Knows and uses social English and some technical academic language	1	5%	1	5%	1	5%	0	0%	3	16%	0	0%	0	0%	1	5%
5 – Bridging Knows and uses social and academic language working with grade level material	6	32%	4	21%	1	5%	0	0%	6	32%	0	0%	2	11%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	5	26%	7	37%	0	0%	0	0%	3	16%	0	0%	0	0%	0	0%
Highest Score	333		392		290		258									
Lowest Score	180		169		100		100									
Total Tested	19															

^a Oral Language = 50% Listening + 50% Speaking
^b Literacy = 50% Reading + 50% Writing
^c Comprehension = 70% Reading + 30% Listening
^d Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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Highlight: In 2022, seven students exited the EL program. This was the first year of having an additional EL Specialist at Bridger Elementary.


ACCESS for ELLs[®]
 English Language Proficiency Test

District: LOGAN CITY DISTRICT *17 students*
 School: BRIDGER SCHOOL *exited services & passed WIDA*
 Grade: K
 Cluster: K

School Frequency Report — 2023

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	9	47%	3	16%	16	84%	13	68%	8	42%	15	79%	15	79%	14	74%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	3	16%	10	53%	1	5%	4	21%	6	32%	3	16%	0	0%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	11%	1	5%	2	11%	1	5%	0	0%	0	0%	4	21%	4	21%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	1	5%	1	5%	0	0%	0	0%	1	5%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	4	21%	4	21%	0	0%	0	0%	4	21%	0	0%	0	0%	0	0%
Highest Score	333		392		270		271									
Lowest Score	100		147		100		100									
Total Tested	19															

^a Oral Language = 50% Listening + 50% Speaking
^b Literacy = 50% Reading + 50% Writing
^c Comprehension = 70% Reading + 30% Listening
^d Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Highlight: In 2023, after having an additional EL Specialist at Bridger Elementary for two years, the school had 17 students exit the program.

LCSD credits the improvements in the EL program - positive student outcomes and more students exiting the EL program - to the funding of the additional EL specialist. As a result of funding the position through Title IV, Part A, it is possible to run the program with smaller group sizes and provide more direct and individualized instruction to students.

In addition to the work on the EL program specifically, the school has been conducting professional learning to build the capacity of staff to support the instruction of all students in class. This professional learning connects to the Title IV, part A goals. Actions in the classroom include:

- modeling for students
- Asset-based focus: Teachers listed assets of all students - What do the students bring to the class?
- Discuss the benefits of being multilingual.

Findings and Recommendations

Currently, Bridger Elementary uses a pull-out model for EL students but is moving to a push-in model so that students will be able to stay in their main classroom and be “immersed” in their English learning. Evidence suggests that immersive learning is more effective for EL students. Our recommendation is to continue the process of moving to an immersion model.

In alignment with school goals, we recommend collecting data about behavioral changes and other positive impacts on academic performance and behavior. We would also like to see evidence of student success beyond WIDA scores, including evidence that EL students are making progress in core standards.

In addition, adding supports for student social and emotional well-being would be a positive supplement to the EL program.

Next Steps

The Logan City SD will allocate their FY23 and FY24 Title IV, part A funds to focus on their preschool program. The aim is to address the needs of younger students

through early intervention by supporting and increasing their capacity to mitigate behavior concerns. The district will prioritize students with at-risk factors such as poverty, EL status, trauma, and high mobility that were identified on the most recent needs assessment and ensure that the most at-risk students have the opportunity to participate in preschool.

Photos and Evidence

