Appendix B: District Questionnaire

National Evaluation of Title III Implementation

District Administrator Survey

2022-23 School Year

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. Reports will summarize findings across the sample and will not associate responses with specific district or individual. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Districts receiving funds under Title III of the Elementary and Secondary Education Act (ESEA) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is XXXX-XXXX. The time required to complete this information collection is estimated to average 45 minutes per survey, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestion for improving this form, please write to: U.S. Department of Education, Washington, 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute for Education Sciences, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Dear District Administrator,

Thank you for having agreed to participate in the National Evaluation of Title III Implementation.

- **Purpose of Study:** To better understand the implementation of Title III under the Every Student Succeeds Act (ESSA) and how districts support the educational success and social-emotional development of English Learners.
- **Sponsor:** The study is being conducted by the American Institutes for Research (AIR) under a contract from the U.S. Department of Education.
- **Participation:** Your participation in this survey is required but you may choose not to respond to any of the items or discontinue it at any time.
- **Response Burden:** This survey should require approximately 45 minutes of your time.
- **Benefits:** Your participation will help inform policy makers, educators, and researchers at the local, state, and national level of the implementation of Title III at the local level.
- **More Information:** For questions or more information about this study, you may contact the AIR study team at XXXX@air.org or call the study toll-free-number at, 1-800-XXX-XXXX.

Thank you for your cooperation in this very important effort!

English Learner Population

A.1. Around the first of October 2022, approximately how many of the students enrolled in your district (regardless of English learner status) were:
Please provide a number for each row. If "0", select the box "None".

	Number of Students	
A. Students in grades K-12 (and comparable ungraded levels)?		☐ None
B. Students in preschool programs?		☐ None

A.2. Of all the students enrolled in grades K-12 in your district around the first of October 2022, approximately how many were: *Please provide a number for each row. If "0", select the box "None". Students can be counted in more than one category*

	Number of students	
A. Eligible for free or reduced-price lunch?		☐ None
B. Students with individualized education plans (IEPs)?		☐ None
C. English learners (ELs)?		☐ None
d. Former ELs?		☐ None
e. EL denials (students identified as ELs whose parents or guardians opted them out of EL services)?		☐ None

A.3. Of all the students enrolled in grades K-12 in your district around the first of October 2022, approximately how many were:
Please provide a number in each row. If "0", select the box "None".

	Number of Students	
Ethnicity		
Hispanic or Latinx?		☐ None
Race		
American Indian or Alaska Native?		☐ None
Asian?		☐ None
Black or African American?		☐ None
Native Hawaiian or Other Pacific Islander?		☐ None
White?		☐ None

Two or More Races?		☐ None

The following questions focus on EL enrollment in your district.

A.4. What are the top five languages other than English spoken in your district and what percentage of students speak each language?

	Percentage of Students
a. [Write in language here]	
b.	
c.	
d.	
f. Other *(please specify)*: _____	
TOTAL	

A.5. Please estimate the percentage of ELs in your district who have had interrupted schooling (i.e., have missed two or more years of formal schooling since age 6, *not including interruptions related to the COVID-19 pandemic*).
Select one.

- ☐ 0—5%
- ☐ 6—10%
- ☐ 11—20%
- ☐ More than 20%

A.6. Please estimate how the total number of ELs in your district has changed since September 2017.

- ☐ The number has increased by more than 50%
- ☐ The number has increased by 25% to 50%
- ☐ The number has increased by 5% to 25%
- ☐ The number has been stable (-5% to +5%)
- ☐ The number has decreased by more than 5%

EL Services and Programs in Your District

The following questions focus on instruction of ELs in your district.

B.1. For approximately what percentage of elementary (K-5th grade) ELs in your district is the approach below the main approach for EL services?

Please enter an approximate percentage on each row. If no students receive such a service, or the service is not a primary instructional approach, write in 0%.Total should sum to 100%.

	% of ELs for whom this is main approach
A. **English as a Second Language (ESL)** This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).	
B. **Content classes with integrated ESL support** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.	
C. **Transitional bilingual education (also known as early-exit bilingual)** This program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.	
D. **Dual language or two-way immersion** The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students.	
E. **Newcomer program** These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).	
f. **Other** *(please specify)*: _____	

B.1a. For responses selected in B.1., please indicate the English proficiency level of the elementary (K-5th grade) students who receive this type of EL service (check all that apply).
(Note: the respondent will only see responses from B.1 that are provided in the district.)

	Entering/ Emerging (WIDA 1, 2 ELPA21 1,2)	Developing, Expanding (WIDA 3,4 ELPA21 3, 4)	Bridging, Reaching (WIDA 5,6 ELPA 21 5)
A. English as a Second Language (ESL) This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).	☐	☐	☐
b. **Content classes with integrated ESL support** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.	☐	☐	☐
c. **Transitional bilingual education (also known as early-exit bilingual)** This program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.	☐	☐	☐
d. **Dual language or two-way immersion** The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students.	☐	☐	☐
e. **Newcomer program** These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).	☐	☐	☐
f. **Other** *(please specify)*: _____	☐	☐	☐

B.2. For approximately what percentage of secondary (6th-12th grade) ELs in your district is the approach below the main approach for EL services?

Please enter an approximate percentage on each row. If no students receive such a service, or the service is not a primary instructional approach, write in 0%

(Note: the respondent will only see responses from B.1 that are provided in the district.)

	% of ELs for whom this is the main approach
A. **English as a Second Language (ESL)** This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).	
b. **Content classes with integrated ESL support** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.	
c. **Transitional bilingual education (also known as early-exit bilingual)** This program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.	
d. **Dual language or two-way immersion** The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students.	
e. **Newcomer program** These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).	
f. **Other** *(please specify)*: _____	

B.2a. For responses selected in B.2., please indicate the English proficiency level of the secondary (6th-12th grade) students who receive this type of EL service (check all that apply).
(Note: the respondent will only see responses from B.1 that are provided in the district.)

	Entering/ Emerging (WIDA 1, 2 ELPA21 1,2)	Developing, Expanding (WIDA 3,4 ELPA21 3, 4)	Bridging, Reaching (WIDA 5,6 ELPA 21 5)
A. English as a Second Language (ESL) This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD).	☐	☐	☐
b. **Content classes with integrated ESL support** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.	☐	☐	☐
c. **Transitional bilingual education (also known as early-exit bilingual)** This program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.	☐	☐	☐
d. **Dual language or two-way immersion** The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students..	☐	☐	☐
e. **Newcomer program** These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).	☐	☐	☐
f. **Other** *(please specify)*: _____	☐	☐	☐

B.3. What were the factors your district considered in selecting approaches to EL services and programs?

	Not considered	Considered with some weight	A major consideration
Local factors			
A. Already being used by some schools in the district or recommendations from staff in schools that have used the approach	☐	☐	☐
B. Analysis of data about EL progress and performance in the district	☐	☐	☐
C. On a list of programs approved by the state	☐	☐	☐
D. Program content targeted to EL subgroups (e.g., newcomers, long-term English learners, English learners with disabilities) in the district	☐	☐	☐
E. Consultation with local experts and stakeholders	☐	☐	☐
F. Consultation with parents and family members	☐	☐	☐
Research evidence			
a. Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)	☐	☐	☐
B. Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)	☐	☐	☐
c. Has high-quality research showing that the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (meets ESSA Tier 4 evidence)	☐	☐	☐
d. Evidence of effectiveness that meets other evidence criteria	☐	☐	☐
Alignment with other goals			
A. Alignment with state English language proficiency standards	☐	☐	☐
B. Alignment with state academic content standards	☐	☐	☐
C. Availability of aligned assessments to monitor student progress and/or attainment	☐	☐	☐
D. Alignment with equity goals (restorative justice practices, culturally responsive curricula, etc.)	☐	☐	☐
Other			

A. U.S. Department of Education English Learner or Newcomer Tool Kit	☐	☐	☐

B.3a. *(If more than 3 items, are chosen as "major consideration" then ask)* **What were the top 3 considerations?**

	Select top 3
A. [Table to be auto populated with "major consideration" rows	☐
B.	☐
C.	☐
D.	☐

B.4. *If answered "considered" or "a major consideration" on response B.3 g, h, i, or j on above questions, then follow-up with:* **To what extent did your district consider any of these sources of information about evidence of effectiveness?**

	Not considered	Considered with some weight	A major consideration
A. Research published by independent organizations or universities	☐	☐	☐
B. Information provided by the program's developer or vendor	☐	☐	☐
C. Recommendations from other states, or from schools and districts within the state	☐	☐	☐
D. The What Works Clearinghouse	☐	☐	☐
E. *Evidence for ESSA*, or other organization that rates evidence	☐	☐	☐
F. Information from a U.S. Department of Education Comprehensive Center	☐	☐	☐
G. Information from a U.S. Department of Education Regional Educational Laboratory	☐	☐	☐
H. Another source *(please specify):* _____	☐	☐	☐

B.5. **Has your district adopted any curricula, textbooks, programs, or interventions specifically intended for use with ELs?**
Please indicate which grades use each curriculum, intervention, or program.

	With which grades is this curriculum or program used? *Check all that apply.*			
	Pre-kindergarten	Grades K-3	Grades 4-8	Grades 9-12
a. Curriculum or program: _____	☐	☐	☐	☐
b. Curriculum or program: _____	☐	☐	☐	☐
c. Curriculum or program:_____	☐	☐	☐	☐
d. Curriculum or program: _____	☐	☐	☐	☐

The following questions focus on placement of ELs in services and programs.

B.6. When making decisions about placement of ELs in EL services and programs in your district (see B1-B2), to what extent do you consider or require the following?

	Not considered	Considered with some weight	A major consideration	Required
B. Student English language proficiency level	☐	☐	☐	☐
D. Student language proficiency in home language	☐	☐	☐	☐
E. Student's designation as a Newcomer	☐	☐	☐	☐
F. Student's designation as a Long-Term English Learner	☐	☐	☐	☐
G. Non-EL-specific student subgroup status (special education, gifted and talented, etc.)	☐	☐	☐	☐
I. Student grades in academic content coursework	☐	☐	☐	☐
K. Student scores on state standardized content assessments	☐	☐	☐	☐
M. Guidance counselor input	☐	☐	☐	☐
O. Input from other specialists, such as an IEP team	☐	☐	☐	☐
Q. Parent input	☐	☐	☐	☐
S. Student input	☐	☐	☐	☐
U. Student's academic history (e.g., interrupted formal education)	☐	☐	☐	☐
W. Other *(please specify):* _____	☐	☐	☐	☐

B.7. When making decisions about placement of ELs in <u>academic coursework in your district,</u> to what extent do you consider the following?

	Not considered	Considered with some weight	A major consideration	Required
A. Student English language proficiency level	☐	☐	☐	☐
B. Student language proficiency in home language	☐	☐	☐	☐
C. Student's designation as a Newcomer	☐	☐	☐	☐
D. Student's designation as a Long-Term English Learner	☐	☐	☐	☐
E. Non-EL-specific student subgroup status (special education, gifted and talented, etc.)	☐	☐	☐	☐
F. Student grades in academic content coursework	☐	☐	☐	☐
G. Student scores on state standardized content assessments	☐	☐	☐	☐
H. Guidance counselor input	☐	☐	☐	☐
I. Input from other specialists, such as an IEP team	☐	☐	☐	☐
J. Parent input	☐	☐	☐	☐
K. Student input	☐	☐	☐	☐
L. Student's academic history (e.g., interrupted formal education)	☐	☐	☐	☐
M. Other *(please specify):* _____	☐	☐	☐	☐

B.8. *This question will only appear for respondents who indicated that proficiency was considered, a major consideration, or required.* **For each course at the secondary level (6th-12th grade), which of the following best describes the role of students' level of English language proficiency as a district criterion for participation?**

	Not applicable (not offered in our district)	Level of ELP not considered for participation in this course	Level of ELP considered but no specific level required for participation in this course	Specific level of ELP required for participation in this course (specify)	
A. Credit bearing coursework	☐	☐	☐	☐	_____

B. Algebra I	☐	☐	☐	☐	_____
C. Geometry	☐	☐	☐	☐	_____
D. Chemistry	☐	☐	☐	☐	_____
E. AP or IB coursework	☐	☐	☐	☐	_____
F. Dual enrollment (college credit courses)	☐	☐	☐	☐	_____
G. Other *(please specify):* _____	☐	☐	☐	☐	_____

The following questions focus on use of data and monitoring program effectiveness.

B.9. Please indicate the primary ways your district used the results of the 2021-22 English language proficiency assessment during this school year (2022-23).

USE OF ELP ASSESSMENT RESULTS	SELECT UP TO 3 RESPONSES
A. To track overall school performance	☐
B. To identify areas of improvement	☐
C. To evaluate instructional programs, i.e., measuring program effectiveness	☐
D. To inform individualized teacher supports or group PD offerings such as identifying specific content or skills where teachers need assistance or support	☐
E. To provide information to teachers about their students' progress.	☐
F. To provide information to parents about individual student progress or school performance	☐
G. To provide information to students about their own progress	☐
H. To understand the effectiveness of various English learner (EL) program models or approaches (e.g., two-way immersion, English as a second language)	☐
I. To inform staffing decisions (i.e., hiring and placement)	☐
J. Something else (Do not include use of the ELP assessment for determining the proficiency level of EL students or for federal accountability) (*Specify*): _____	☐

B.10. Does your district collect and review any of the following types of information to monitor progress for the EL programs and services in your schools?

	No, the district does not review this information	Yes, the district reviews this information
A. Number or percentage of students attaining English proficiency	☐	☐
B. Number or percentage of students making progress in English proficiency	☐	☐
C. Number or percentage of students regressing one or more levels in English proficiency	☐	☐
D. Number or percentage of ELs who have not attained English proficiency within an expected time period (e.g., within 5 years	☐	☐

of enrollment)		
E. Percentage of ELs meeting state proficiency standards in English language arts and math	☐	☐
F. Qualifications of staff	☐	☐
G. Other *(please specify)*: _____	☐	☐

B.11. For each type of information your district reviews, does your district or state set a particular target or threshold that schools are expected to meet? If you do set a target, please indicate the approximate percentage of schools that met the target based on results from the 2021-22 school year.

	No specific target for this	Target set by state	Target set by district	% of schools that meet target
A. Number or percentage of students attaining English proficiency	☐	☐	☐	
B. Number or percentage of students making progress in English proficiency	☐	☐	☐	
C. Number or percentage of students regressing one or more levels in English proficiency	☐	☐	☐	
D. Number or percentage of ELs who have not attained English proficiency within an expected time period (e.g., within 5 years of enrollment)	☐	☐	☐	
E. Percentage of ELs meeting state proficiency standards in English language arts and math	☐	☐	☐	
F. Qualifications of staff	☐	☐	☐	
G. Other *(please specify)*: _____	☐	☐	☐	

B.12. Does your district take any of the following actions if schools do not meet targets or otherwise are deemed to need more support to implement their EL program? During the 2022-23 school year (including summer 2022), in approximately what percentage of schools did you take these actions ?

	No	Yes	% of schools in which this is implemented
A. Develop an EL action plan	☐	☐	
B. Change/adapt staffing models/decisions	☐	☐	
C. Add or adapt curricular materials	☐	☐	
D. Add or adapt course offerings for ELs	☐	☐	
E. Add one or more new progress monitoring assessments	☐	☐	

F. Add or change approach to EL services or programs in one or more schools	☐	☐	
G. Shift additional financial resources to EL programs	☐	☐	
H. Offer additional professional development for teachers_	☐	☐	
I. Conduct more frequent progress monitoring	☐	☐	
J. Revise EL program exit criteria	☐	☐	
K. Other *(please specify)*: _____	☐	☐	

Accountability for ELs

C.1. Are any schools in your district currently (i.e., for the 2022–23 school year) in any of the following school improvement categories for your state's accountability system? *If you are not sure whether any schools have been identified for a particular improvement category, please select "Not sure."*

	Yes	No	Not Sure
A. Comprehensive Support and Improvement (CSI)	☐	☐	☐
B. Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) due to low EL performance	☐	☐	☐

If E1.b = Yes, continue to 2. Otherwise, skip to 3.
Respondents that select "no" to both will respond to C.3 and C.4, but skip C.5, C.6, C.7, and C.8

C.2. During the current school year (2022-23), how many schools in your district have been identified for Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) specifically due to low EL performance? *Select one response.*

☐ **I know the number of TSI and/or ATSI schools identified for low EL performance in our district:** _____ *[enter number]*

☐ **I know our district has some TSI and/or ATSI schools identified for low EL performance, but I am not sure of the number.**

C.3. To your knowledge, which types of performance measures does your state use to determine schools' accountability status (i.e., comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI) status? *Please identify all performance measures that are used, even if they are only used for certain grade levels.*

	Yes	No	Not Sure
A. Student achievement levels in English/language arts and mathematics	☐	☐	☐
B. Student achievement growth English/language arts and mathematics	☐	☐	☐
C. Student achievement levels or growth in science and/or social studies	☐	☐	☐
D. Graduation rate	☐	☐	☐
E. Student progress in English language proficiency	☐	☐	☐

F. Chronic absenteeism	☐	☐	☐
G. College and career readiness	☐	☐	☐
H. School climate (e.g., student behavior, conditions for learning)	☐	☐	☐
I. Achievement gap closure for student subgroups	☐	☐	☐
J. Other *(please specify)*: _____	☐	☐	☐

The following questions focus on supports to improve instruction for ELs.

C.4. Since summer 2022 did your district receive technical assistance (TA) from any source (from the state, regional education labs, universities, etc.) concerning ELs on the following topics? Was the TA sufficient to meet the district's needs? *When responding to this question, please consider all technical assistance, regardless of the method by which it was delivered—visits to the district or schools, workshops, video-conferences, and Web-based technical assistance.*

	(1) Did the district receive TA on this topic?		(2) If yes, was the TA sufficient to meet the district's needs?	
	Yes	No	Yes	No
A. Understanding which EL-related performance measures factor into the state's school accountability determinations (e.g., CSI, TSI, ATSI status) and/or how those measures are calculated	☐	☐	☐	☐
B. Conducting an EL-focused needs assessment	☐	☐	☐	☐
C. Developing an improvement plan focused on EL issues	☐	☐	☐	☐
D. Administering Title III and other funds to support the needs of ELs	☐	☐	☐	☐
E. Implementing evidence-based English language development (ELD) approaches	☐	☐	☐	☐
F. Implementing evidence-based content area instruction for ELs	☐	☐	☐	☐
G. Aligning curriculum and instruction with state English language proficiency (ELP) standards	☐	☐	☐	☐
H. Assessing ELs (including testing accommodations)	☐	☐	☐	☐
I. Using data on ELs to guide instruction	☐	☐	☐	☐
J. Implementing strategies to involve the parents of ELs	☐	☐	☐	☐
K. Conducting EL program evaluation	☐	☐	☐	☐
L. Administering EL program (assigning students to services, scheduling, etc.)	☐	☐	☐	☐

	(1) Did the district receive TA on this topic?		(2) If yes, was the TA sufficient to meet the district's needs?	
	Yes	No	Yes	No
M. Providing effective training for teachers of ELs	☐	☐	☐	☐
N. Providing social-emotional learning supports for ELs	☐	☐	☐	☐

Districts that do not check either the TSI/ATSI or CSI box will skip the next question.

C.5. When thinking about the amount of EL-related support (guidance, TA, or PD) that your district provided to schools during this school year (2022–23) and including summer 2022, which of the following describes the amount of EL-related support received by schools in your district? *(Select all that apply)*

☐ All schools received a similar amount of support.

☐ CSI schools received more EL-related support than other schools in the district.

☐ TSI or ATSI schools identified for low EL performance received more EL-related support than other schools in the district.

☐ Other types of schools received more EL-related support than other schools in the district. If so, please specify which type(s) of schools:

_____

Districts that do not check either the TSI/ATSI or CSI box will skip the next question.

C.6. During this school year (2022–23) and including summer 2022, for which topics did your district provide CSI schools and/or TSI/ATSI schools identified for low EL performance with more EL-related support (guidance, technical assistance, or PD) compared to other schools? *If your district did not provide support on a particular topic to any schools, please select "Support not provided on this topic."*
Only districts that report providing more support to TSI/ATSI-EL schools or CSI schools will see those columns. Districts that don't provide more support to either type of school will skip out of this question.

	Support not provided on this topic	District provided more support (guidance, TA or PD) to:		No additional TA or PD on this topic beyond what is available to other schools
		CSI schools	TSI or ATSI schools identified for low EL performance	
A. Understanding which EL-related performance measures factor into the state's school accountability designations and/or how those measures are calculated	☐	☐	☐	☐
B. Conducting an EL-focused needs	☐	☐	☐	☐

	Support not provided on this topic	District provided more support (guidance, TA or PD) to:		No additional TA or PD on this topic beyond what is available to other schools
		CSI schools	TSI or ATSI schools identified for low EL performance	
assessment				
C. Developing an improvement plan focused on EL issues	☐	☐	☐	☐
D. Implementing evidence-based approaches to English language development	☐	☐	☐	☐
E. Implementing evidence-based approaches to content area instruction for ELs	☐	☐	☐	☐
F. Aligning curriculum and instruction with state ELP standards	☐	☐	☐	☐
G. Assessing ELs (including testing accommodations)	☐	☐	☐	☐
H. Training on processes for EL identification/reclassification	☐	☐	☐	☐
I. Using data on ELs to guide instruction	☐	☐	☐	☐
J. Implementing strategies to involve the parents of ELs	☐	☐	☐	☐
K. Providing effective training for teachers of ELs	☐	☐	☐	☐
L. Providing social-emotional learning supports for ELs	☐	☐	☐	☐
M. Other *(please specify)*: _____	☐	☐	☐	☐

C.7. What, if any, actions has your district required or encouraged either CSI schools or TSI/ATSI schools identified for low EL performance to take in order to improve EL outcomes? *[Only districts that report having CSI or TSI/ATSI-EL schools will see those columns; districts with neither CSI nor TSI/ATSI-EL schools will skip this item]*

	CSI Schools			TSI or ATSI Schools Identified for Low EL Performance		
	District Required Action	District Encouraged Action	District did not require or encourage action	District Required Action	District Encouraged Action	District did not require or encourage action
A. Conduct a needs assessment to identify EL-related needs	☐	☐	☐	☐	☐	☐
B. Develop an EL-focused improvement plan	☐	☐	☐	☐	☐	☐
C. Notify parents of ELs of the school's accountability status	☐	☐	☐	☐	☐	☐
D. Adopt a particular English language development approach or curriculum	☐	☐	☐	☐	☐	☐
E. Increase instructional time for ELs (including after-school and summer programs)	☐	☐	☐	☐	☐	☐
F. Recruit teachers with more expertise or experience in serving ELs	☐	☐	☐	☐	☐	☐
G. Increase teacher professional development on EL issues	☐	☐	☐	☐	☐	☐
H. Add an instructional coach or specialist to assist teachers of ELs	☐	☐	☐	☐	☐	☐
I. Increase progress testing of ELs	☐	☐	☐	☐	☐	☐
J. Increase use of needs-based grouping or differentiated instruction	☐	☐	☐	☐	☐	☐
K. Increase common	☐	☐	☐	☐	☐	☐

planning time for teachers of ELs						
L. Increase engagement activities for parents of ELs	☐	☐	☐	☐	☐	☐
M. Other *(please specify)*: _____	☐	☐	☐	☐	☐	☐

The following question focuses on the involvement of staff with EL expertise in accountability issues.

C.8. How often are district staff with expertise in Title III or EL issues in general (e.g., Title III or EL coordinators) involved in the following activities? *Items that ask about TSI or ATSI schools are referring to TSI or ATSI schools identified specifically for low EL performance.*
[Only districts that report having CSI or TSI/ATSI schools will be asked this item]

	Never or rarely	Sometimes	Often	Always or nearly always
A. Helping TSI, ATSI, or CSI schools access, analyze, or interpret EL-related performance data	☐	☐	☐	☐
B. Helping TSI, ATSI, or CSI schools conduct needs assessments examining EL-related issues	☐	☐	☐	☐
C. Developing school improvement plans for TSI, ATSI, or CSI schools	☐	☐	☐	☐
D. Reviewing school improvement plans for TSI, ATSI, or CSI schools	☐	☐	☐	☐
E. Developing or providing technical assistance to TSI, ATSI, or CSI schools	☐	☐	☐	☐
F. Monitoring the progress of TSI, ATSI, or CSI schools	☐	☐	☐	☐
G. Developing strategies or materials for sharing information about school performance (e.g., CSI, TSI, or ATSI status) in a manner that is accessible to EL parents and community members	☐	☐	☐	☐

Teachers of ELs in Your District

D.1. Approximately what percentage of the following types of educators in your district hold an EL-specific credential (i.e., an ESL or bilingual education license/certification [as primary teaching licensure] *or* endorsement/credential [supplemental to primary licensure]) ?

	Percentage of Educators with EL-Specific Credential
A. ESL/bilingual education/dual language teachers	
B. Content-area teachers of EL-only classes (e.g., in sheltered instruction models or other EL-only classroom models)	
C. General education teachers who have ELs in mainstream classes	
D. Special education teacher who serve ELs	
E. School administrators	

D.2. Does your district require or prioritize EL-specific credentials for any of the following types of educators? *If your district does not have staff in a given role, please select Not applicable*.

	EL-specific credentials required	EL-specific credentials prioritized	EL-specific credentials not required or prioritized	Not applicable
A. ESL teachers focused on English language development	☐	☐	☐	☐
B. Bilingual education/dual language teachers	☐	☐	☐	☐
C. Content-area teachers of EL-only classes (e.g., in sheltered instruction models or other EL-only classroom models)	☐	☐	☐	☐
D. General education teachers who have ELs in mainstream classes	☐	☐	☐	☐
E. Special education teachers who serve ELs	☐	☐	☐	☐
F. School administrators	☐	☐	☐	☐

G. Other type of educator If other, please specify type of educator: _____	☐	☐	☐	☐

D.3. During this year (2022-23), has the district had difficulty in recruiting or retaining the following types of staff for serving ELs? *Select one response in each row. If your district does not have staff or seek to have staff in a given role, please select Not applicable.*

	Yes, had difficulty	No difficulty	Not applicable
A. English language development teachers (ESL, etc.)	☐	☐	☐
B. Teachers with language skills in ELs' home languages (for instruction in dual-language/bilingual classes)	☐	☐	☐
C. Mainstream elementary classroom teachers with EL-specific credentials	☐	☐	☐
D. Secondary content-area teachers with EL-specific credentials	☐	☐	☐
E. Counseling staff with EL-specific credentials	☐	☐	☐
F. Special education staff with EL-specific credentials	☐	☐	☐
G. School administrators with EL-specific credentials	☐	☐	☐

D.4. During this school year (2022–23), including last summer (2022), has the district used any of the following to recruit, hire, train, support, or retain teachers with EL-specific credentials? *Select one response in each row.*

	Yes	No
A. Financial incentives to recruit EL teachers such as increased starting salaries, signing bonuses, or housing incentives	☐	☐
B. Financial incentives such as coursework stipends or paid release time to support advanced coursework or training related to the instruction of ELs	☐	☐
C. Partnerships with teacher preparation programs that include coursework related to instruction of ELs	☐	☐
D. An alternate route ("fast-track") program to help teachers become certified or add EL endorsements	☐	☐
E. Policies of assigning teachers who are best able to address the needs of ELs to schools with many ELs	☐	☐
F. Teacher induction programs focusing on instruction of ELs	☐	☐
G. Programs of sustained mentoring or coaching or co-teaching focusing on the instruction of ELs	☐	☐

H. Collaborative learning activities (e.g., common planning time, teacher work groups, teacher networks) for teachers who work with ELs	☐	☐

D.5. Within the past 12 months, has your district collected any of the following types of information on the qualifications or effectiveness of teachers who serve ELs?

	Yes	No
A. Teacher certification status (e.g., teachers who are fully certified for their position, teachers with emergency credentials, etc.)	☐	☐
B. Teacher experience (e.g., teachers with less than 3 years of experience, teachers in their first year of teaching)	☐	☐
C. Value added measures (VAMs) or student growth percentiles (SGPs) (i.e., measures that calculate the growth in achievement among a teacher's students)	☐	☐
D. Other *(please describe)*: _____	☐	☐

D.6 . Within the past 12 months, has your district used any of the following types of information to examine the distribution of teacher qualifications or effectiveness for ELs versus other students?

	Yes	No
A. Teacher certification status (e.g., teachers who are fully certified for their position, teachers with emergency credentials, etc.)	☐	☐
B. Teacher experience (e.g., teachers with less than 3 years of experience, teachers in their first year of teaching)	☐	☐
C. Value added measures (VAMs) or student growth percentiles (SGPs) (i.e., measures that calculate the growth in achievement among a teacher's students)	☐	☐
D. Other *(please describe)*: _____	☐	☐

D.7. For any of the teacher quality or effectiveness measures that your district examined, did EL students tend to have teachers who were more, equally, or less qualified/effective than the teachers that other students had?
NOTE: if there were no items with a "yes" response in the previous question, this question will be skipped

	ELs tended to have less qualified/effective teachers	ELs tended to have equally qualified/effective teachers	ELs tended to have more qualified/effective teachers
A. Teacher certification status (e.g., teachers who are fully certified for their position, teachers with emergency credentials, etc.)	☐	☐	☐

B. Teacher experience (e.g., teachers with less than 3 years of experience, teachers in their first year of teaching)	☐	☐	☐
C. Value added measures (VAMs) or student growth percentiles (SGPs) (i.e., measures that calculate the growth in achievement among a teacher's students)	☐	☐	☐
D. Other *(please describe)*: _____	☐	☐	☐

D.8. You indicated that ELs in your district tended to have teachers who were less qualified or effective than the teachers other students had. What, if any, actions has your district taken to address those differences in teacher qualifications/effectiveness?
NOTE: *[if there were no items with a "less qualified/effective" response in D.7, this question will be skipped]*

	Yes	No
A. Developed a district-level plan for improving ELs' access to qualified/effective teachers	☐	☐
B. Required schools to develop a plan for improving ELs' access to qualified/effective teachers	☐	☐
C. Reassigned teachers to increase ELs' access to qualified/effective teachers	☐	☐
D. Hired new teachers to increase ELs' access to qualified/effective teachers	☐	☐
E. Offered incentives to qualified/effective teachers to teach in schools or classrooms with ELs	☐	☐
F. Offered incentives or support for teachers of ELs to improve their qualifications/effectiveness	☐	☐
G. Provided written guidance to schools on improving ELs' access to qualified/effective teachers	☐	☐
H. Provided technical assistance to school staff on improving ELs' access to qualified/effective teachers	☐	☐
I. Other (*please describe):* _____	☐	☐

The following questions focus on professional development related to EL instruction.

D.9. During this school year (2022–23), including summer 2022, did your district provide or arrange for PD on the following topics? Indicate whether the district provided PD on the

topics for teachers in no schools, some schools, or all schools.
Note: Districts with only one school should select either "No schools" or "All schools."

	District provided PD on topic for: (Select one response in each row)		
	No schools	Some schools	All schools
A. Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	☐	☐	☐
B. Integrating oral and written English language instruction into content area teaching	☐	☐	☐
C. Providing regular, structured opportunities for English learners (ELs) to develop oral and written language skills	☐	☐	☐
D. Sheltering content instruction for ELs (offering content-learning opportunities to groups including only EL students, with instruction customized to their language skills)	☐	☐	☐
E. Providing small group instructional intervention to students struggling in areas of literacy and English language development	☐	☐	☐
F. Strategies to help students catch up or accelerate learning (e.g., adaptive education technologies, tutoring to individual students or small groups of students, extending learning time)	☐	☐	☐
G. Co-teaching or collaboration between an EL teacher and a general education teacher	☐	☐	☐
H. Supporting ELs' social, emotional, and mental health needs	☐	☐	☐
I. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	☐	☐	☐
J. Engaging EL families	☐	☐	☐

D.10. Did your district provide the same number of hours of PD to teachers on the following topic(s) across all schools in the district? If not, identify the types of schools where the district provided more hours of PD on each topic.
NOTE: Respondent will only see topics from D.9 for which the respondent indicated all or some schools received supports. In addition, respondent will only see Column B if "no" is selected in Column A.

	Column A: Did district provide same number of hours of PD on topic across all schools in the district?		Column B: District provided PD on topic for: (If no, for which schools did the district provide more hours of PD? Select all that apply in each row.)		
	Yes	No	CSI schools	TSI/ATSI-EL schools	Other types of schools

					(specify)
A. Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	☐	☐	☐	☐	_____
B. Integrating oral and written English language instruction into content area teaching	☐	☐	☐	☐	_____
C. Providing regular, structured opportunities for English learners (ELs) to develop oral and written language skills	☐	☐	☐	☐	_____
D. Sheltering content instruction for ELs (offering content-learning opportunities to groups including only EL students, with instruction customized to their language skills)	☐	☐	☐	☐	_____
E. Providing small group instructional intervention to students struggling in areas of literacy and English language development	☐	☐	☐	☐	_____
F. Strategies to help students catch up or accelerate learning (e.g., adaptive education technologies, tutoring to individual students or small groups of students, extending learning time)	☐	☐	☐	☐	_____
G. Co-teaching or collaboration between an EL teacher and a general education teacher	☐	☐	☐	☐	_____
H. Supporting ELs' social, emotional, and mental health needs	☐	☐	☐	☐	_____
I. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	☐	☐	☐	☐	_____
J. Engaging EL families	☐	☐	☐	☐	_____

D.11. For each topic listed above, please indicate the topics on which your district provided the most hours of PD to the most teachers during the 2022-23 school year, including summer 2022 (items with yes response above will be pulled into this question).
NOTE: Respondent will only see topics from D.9 for which the respondent indicated all or some schools received supports.

	Select up to 3 responses
A. Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	☐
B. Integrating oral and written English language instruction into content area teaching	☐
C. Providing regular, structured opportunities for English learners (ELs) to develop oral and written language skills	☐
D. Sheltering content instruction for ELs (offering content-learning opportunities to groups including only EL students, with instruction customized to their language skills)	☐
E. Providing small group instructional intervention to students struggling in areas of literacy and English language development	☐
F. Strategies to help students catch up or accelerate learning (e.g., adaptive education technologies, tutoring to individual students or small groups of students, extending learning time)	☐
G. Co-teaching or collaboration between an EL teacher and a general education teacher	☐
H. Supporting ELs' social, emotional, and mental health needs	☐
I. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	☐
J. Engaging EL families	☐

D.12. During this school year (2022–23), including last summer (2022), on which of the following topics did your district provide general education teachers or EL specialist teachers (e.g., ESL and dual language/bilingual education teachers) with professional development (PD) to help ELs succeed?

NOTE: Item will only include subitems in the previous question where "some schools" or "all schools" was selected.

	Provided PD on this topic to General Education or Content Area Teachers		Provided PD on this topic to EL Specialist Teachers	
	Yes	No	Yes	No
A. Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	☐	☐	☐	☐
B. Integrating oral and written English language instruction into content area teaching	☐	☐	☐	☐
C. Providing regular, structured opportunities for English learners (ELs) to develop oral and written language skills	☐	☐	☐	☐
D. Sheltering content instruction for ELs (offering content-learning opportunities to groups including only EL students, with instruction customized to their language skills)	☐	☐	☐	☐
E. Providing small group instructional intervention to students struggling in areas of literacy and English language development	☐	☐	☐	☐
F. Strategies to help students catch up or accelerate learning (e.g., adaptive education technologies, tutoring to individual students or small groups of students, extending learning time)	☐	☐	☐	☐
G. Co-teaching or collaboration between an EL teacher and a general education teacher	☐	☐	☐	☐
H. Supporting ELs' social, emotional, and mental health needs	☐	☐	☐	☐
I. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	☐	☐	☐	☐
J. Engaging EL families	☐	☐	☐	☐

D.13. Did your district engage in efforts to evaluate its EL-related professional development activities during the 2022-23 school year, including summer 2022?

- ☐ **Yes** (Respondent continues to next question)
- ☐ **No** (Respondent skips next question)

D.14. What type(s) of information did your district use to evaluate its EL-related professional development (PD) activities?

	Yes	No
A. PD participation rates	☐	☐
B. PD completion rates	☐	☐
C. Participant perceptions of the PD (e.g., based on a survey)	☐	☐
D. Assessments of teacher knowledge	☐	☐
E. Classroom observation data	☐	☐
F. Teacher effectiveness data (e.g., value-added scores)	☐	☐
G. EL English proficiency outcomes	☐	☐
H. EL academic achievement	☐	☐
I. Other *(please specify):*	☐	☐

D.15. Please estimate the percentage of professional development offered during the 2022-23 school year (including summer 2022) that focused on serving ELs, that incorporated EL-specific content (for example, including information on how to support ELs with digital learning tools into a district professional development session on digital learning tools), and that did not specifically address ELs.

	Approximate percentage of PD hours (summer 2022 through spring 2023)
A. Professional development focused on serving ELs	
B. Professional development incorporating EL-specific content (but focused on some other topic)	
C. Professional development with no EL-specific focus or content	

The following questions focus on challenges related to providing instruction to ELs in your district.

D.16. To what extent is each of the following a challenge to meeting the needs of ELs in your district? *(Select one in each row.)*

	Not a challenge	A minor challenge	A moderate challenge	A major challenge
A. Lack of coordination between Title III and Title I	☐	☐	☐	☐
B. Lack of coordination between Title III and other federal programs (aside from Title I)	☐	☐	☐	☐
C. Lack of political support for EL services	☐	☐	☐	☐
D. Limited awareness of EL issues among school leaders	☐	☐	☐	☐
E. Lack of urgency among school leaders to improve EL outcomes	☐	☐	☐	☐
F. Lack of expertise among mainstream teachers to address the needs of ELs	☐	☐	☐	☐
g. Shortage of qualified teachers for specialist EL teacher positions (ESL, ELD, bilingual education, etc)	☐	☐	☐	☐
H. Too few teachers for the size of our EL population	☐	☐	☐	☐
i. Lack of EL-related professional development opportunities for teachers	☐	☐	☐	☐
j. Lack of evidence-based curricula and programs for ELs	☐	☐	☐	☐
k. Insufficient funds to address the needs of ELs	☐	☐	☐	☐

D.17. Which of the following are the top three challenges to meeting the needs of ELs in your district?

NOTE: Item will only include items selected as "a major challenge" in the preceding question. Only districts that report having four or more "major challenges" will be asked this item

	Select up to 3 responses
A. Lack of coordination between Title III and Title I	☐
B. Lack of coordination between Title III and other federal programs (aside from Title I)	☐
C. Lack of political support for EL services	☐
D. Limited awareness of EL issues among school leaders	☐

E. Lack of urgency among school leaders to improve EL outcomes	☐
F. Lack of expertise among mainstream teachers to address the needs of ELs	☐
g. Shortage of qualified teachers for specialist EL teacher positions (ESL, ELD, bilingual education, etc)	☐
H. Too few teachers for the size of our EL population	☐
i. Lack of EL-related professional development opportunities for teachers	☐
j. Lack of evidence-based curricula and programs for ELs	☐
k. Insufficient funds to address the needs of ELs	☐

Initial Identification and exit of ELs

The following questions focus on the identification of ELs.

E.1. Which of the following best represents the home language survey and English language proficiency (ELP) assessment your district used in school year 2022-23 for the initial identification of ELs? *Select one response per row.*

	Used in our district, required by state	Used in our district, allowed by state but not required	Not used in our district
a. State-developed home language survey	☐	☐	☐
b. District-developed home language survey	☐	☐	☐
C. Overall composite score on the state English language proficiency (ELP) assessment	☐	☐	☐
D. Specific subscore(s) on the state ELP assessment	☐	☐	☐
E. Score(s) on one or more other ELP assessments (not the state ELP assessment)	☐	☐	☐

E.2. During the 2022-23 school year, did your district administer the ELP assessment to ALL students whose primary or home language is other than English when initially identifying ELs, or did you make exceptions for certain categories or students?

- ☐ We administer the ELP assessment to ALL possible ELs
- ☐ We make exceptions for some students

E.2a. *(If exceptions are allowed)* **Please describe how your district determines which students are administered the ELP assessment.**

E.3. During the 2022-23 school year, did your district use any of these additional criteria for the initial identification of ELs?

	Yes	No
A. Score on the state English language arts assessment	☐	☐
B. Score on other state content area assessment(s) (e.g., math, science, social studies)	☐	☐

C. Score(s) on other English reading/literacy tests (including writing samples)	☐	☐
D. Class grades	☐	☐
E. State-developed language observation protocol or teacher referral rubric	☐	☐
F. District developed language observation protocol or teacher referral rubric	☐	☐
g. Recommendation from EL committee (e.g., language proficiency and assessment committee)	☐	☐
H. Parental input/choice	☐	☐
I. Years in the U.S.	☐	☐
J. Grade level	☐	☐
K. Other *(please specify)*: _____ _____	☐	☐

E.4. During the 2022-23 school year, including summer 2022, what supports were available to your district on the following topics related to the initial identification of ELs? *(For each row, check all that apply)*

NOTES: If the respondent selects "no supports available" they will not be able to check a response in the other columns.

Rows g, h, i, and j will be added only if the respondent indicates that these are used in E6.

	No supports available	We received written guidance from the State	We received technical assistance from the State	The district developed written guidance
a. Who must be assessed for initial EL identification.	☐	☐	☐	☐
b. When the home language survey must be administered	☐	☐	☐	☐
c. When ELP assessments must be administered for initial EL identification	☐	☐	☐	☐
d. Training requirements for personnel involved in administering and scoring assessments used for EL identification	☐	☐	☐	☐
E. How to make identification decisions for students with disabilities	☐	☐	☐	☐
f. How to review the accuracy of positive EL identification decisions.	☐	☐	☐	☐
g. How to review the accuracy of negative EL identification decisions for language minority students[1].	☐	☐	☐	☐

H. How to incorporate class grades into identification decisions	☐	☐	☐	☐
I. How to implement a language observation protocol or teacher evaluation rubric	☐	☐	☐	☐
J. How to incorporate recommendations from an EL committee in identification decisions	☐	☐	☐	☐
K. How to respond to and reflect parental input in EL identification decisions	☐	☐	☐	☐

[1] A language minority student is any student whose home language survey indicates that the student hears or speaks a language other than English in the home, regardless of the student's proficiency in that language.

The following questions focus on aspects of exiting ELs in your district.

E.5. Which of the following best represents the ELP assessment your district used in school year 2022-23 for exiting ELs? *Select one response in each row.*

	Used in our district, required by state	Used in our district, allowed by state but not required	Not used in our district
A. Overall composite score on the state ELP assessment	☐	☐	☐
B. Specific subscore(s) on the state ELP assessment	☐	☐	☐
C. Score(s) on one or more other ELP assessments (not the state ELP assessment)	☐	☐	☐

E.6. Which of the following additional criteria does your district use for exiting ELs?

	Yes	No
a. Score(s) on the state English language arts assessment	☐	☐
b. Score on other state content area assessment(s) (e.g., math, science, social studies)	☐	☐
c. Score(s) on other English reading/literacy tests (including writing samples)	☐	☐
d. Class grades	☐	☐
e. State-developed language observation protocol or teacher referral rubric	☐	☐
f. District-developed language observation protocol or teacher referral rubric	☐	☐
g. Recommendation from EL committee (e.g., language proficiency and assessment committee)	☐	☐
h. Parental input/choice	☐	☐
i. Years in the U.S.	☐	☐
j. Years in EL status	☐	☐
k. Grade level	☐	☐
l. Other *(please specify):* _____	☐	☐

E.7. During the 2022-23 school year, including summer 2022, what supports were available to your district on the following topics related to exiting students from EL status. *(For each row, check all that apply)*

NOTES: If the respondent selects "no supports available" they will not be able to check a response in the other columns.

Rows g, h, i, and j, will be added only if the respondent indicates that d, e, f, g, or h are used in E.6

	No supports available	We received written guidance from the State	We received technical assistance from the State	The district developed written guidance
a. Who must be assessed for exiting students from EL status.	☐	☐	☐	☐
b. When ELP assessments must be administered for exiting students from EL status.	☐	☐	☐	☐
c. Training requirements for personnel involved in administering and scoring assessments used for exiting students from EL status.	☐	☐	☐	☐
D. How to make decisions about exiting EL status for students with disabilities	☐	☐	☐	☐
e. How to review the accuracy of positive exit decisions	☐	☐	☐	☐
f. How to review the accuracy of negative exit decisions.	☐	☐	☐	☐
g. How to incorporate class grades into exit decisions	☐	☐	☐	☐
h. How to implement a language observation protocol or teacher evaluation rubric	☐	☐	☐	☐
i. How to incorporate recommendations from an EL committee into exit decisions	☐	☐	☐	☐
j. How to respond to and reflect parental input in EL exit	☐	☐	☐	☐

Supports for Parents and Families

F.1. During this school year (2022–23), did your district implement any of the following strategies to encourage communication and gather input from families? If so, was the strategy translated or offered in languages other than English? Was the strategy otherwise focused or targeted for families of ELs (such as including topics relevant for ELs, additional outreach for EL families, collaborating with EL family community organizations or partners, etc)?

Strategy	Implemented strategy?		Translated/offered in languages other than English		Targeted for ELs (other than translating)	
	Yes	No	Yes	No	Yes	No
a. District requires schools to gather information (intake survey, family questionnaire, interview, etc.) from parents about student language or academic history (beyond the required home language survey)	☐	☐	☐	☐	☐	☐
b. District holds an open, public meeting to solicit input on EL district plan	☐	☐	☐	☐	☐	☐
c. District conducts a needs assessment/program evaluation that includes input from EL families	☐	☐	☐	☐	☐	☐
d. District has a parent/community committee that provides input on school goals, policies, and programs (i.e., Parent Advisory Council)	☐	☐	☐	☐	☐	☐

F.2. During the current school year (2022–23), did your district provide any of the following services for families, or require schools to provide these services? If so, was the strategy translated or offered in languages other than English? Was the strategy otherwise focused or targeted for families of ELs (such as including topics relevant for ELs, additional outreach for EL families, collaborating with EL family community organizations or partners, etc)?

Strategy	Implemented strategy?		Translated/offered in languages other than English		Targeted for ELs (other than translating)	
	Yes	No	Yes	No	Yes	No
A. District provide information to families on how to navigate the school system	☐	☐	☐	☐	☐	☐
B. District provides adult education programs	☐	☐	☐	☐	☐	☐
C. District provides training to families about ways to understand, be involved in, and support their child's learning	☐	☐	☐	☐	☐	☐
D. District provides a technology platform that allows two-way communication between home	☐	☐	☐	☐	☐	☐

Strategy	Implemented strategy?		Translated/offered in languages other than English		Targeted for ELs (other than translating)	
	Yes	No	Yes	No	Yes	No
and school						
E. District requires school staff to re-engage students who dropped out or lost contact with school by conducting individual outreach	☐	☐	☐	☐	☐	☐
F. District or school staff conduct home visits	☐	☐	☐	☐	☐	☐
G. District provides training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	☐	☐	☐	☐	☐	☐
H. District funds staff member(s) designated for communicating with/outreach to families of English learners (ELs)	☐	☐	☐	☐	☐	☐

District Use of Title III Funds and Personnel

G.1. Which of the following activities are funded through your district's Title III subgrant? *In column A, please check yes or no to indicate if Title III funds are used for this activity, and in column B please indicate the approximate percentage of Title III funds spent on this.*

	Column A		*Column B*
	Yes	No	Percentage of district Title III funds spent on this
A. Curricula or programs to address EL's academic achievement and progress in attaining ELP	☐	☐	
B. Tutoring designed to provide extra support to ELs	☐	☐	
C. After school or summer learning programs for ELs	☐	☐	
D. Technology to support English language learning	☐	☐	
E. Family and community engagement activities	☐	☐	
F. Professional development to improve teaching skills to meet the needs of ELs	☐	☐	

	Column A		Column B
	Yes	No	Percentage of district Title III funds spent on this
G. Social-emotional or mental health supports designed for ELs	☐	☐	
H. Administrative costs associated with implementing the Title III subgrant	☐	☐	
I. Other activities or resources not listed above: _____	☐	☐	

G.2 How many full-time equivalent (FTE) positions at the district level are dedicated to Title III and EL issues?

_____ FTEs

G.3. How many district-level personnel have Title III and EL issues as their primary responsibility?

_____ individuals

THANK YOU FOR YOUR RESPONSES, WE VERY MUCH APPRECIATE YOUR TIME.