Appendix A:
District Survey

Study of the Impact of English Learner Classification and Reclassification Policies

District Survey

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, Sections 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 districts or individuals. 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 such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0974. 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 sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute of Education Sciences, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

INTRODUCTION TO SURVEY

The U.S. Department of Education is conducting a national study to learn about the processes districts use to classify and reclassify English learners and how these policies influence students' instructional experiences and outcomes. The information from this survey is critical to the Department's ability to improve federal programs and support states, districts, and schools. The study includes the collection of state longitudinal data system (SLDS) data from 30 states and surveys of officials from a nationwide sample of school districts and schools.

- **The survey may require more than one respondent, given the scope of topics.** There are 7 sections: initial classification procedures, language instruction for English learners, selection or assignment processes for academic content courses, reclassification procedures, monitoring policies for former English learners, dually identified students, and dual language immersion programs. Please consult with other district staff, as needed, to respond to the survey.

- **Districts will not be identified in reporting.** The reports prepared for this study will summarize findings across the set of districts and will not associate responses with a specific district or individual (see Notice of Confidentiality). The Department's Institute of Education Sciences (IES) will keep all data collected from this survey confidential. There are no foreseeable risks with participating in the survey, and your district will be able to use the information in the reports to compare your district's strategies and policies to those reported in aggregate by other districts across the nation.

- **Your district's responses are critical for understanding what is happening in districts and schools across the country.** The survey will provide valuable information on local implementation of classification and reclassification procedures and how policies, practices, and procedures influence outcomes for English learners.

The study, including this survey, is being conducted by Westat. For questions about the study, email IES_ELStudy_surveys@westat.com or call xxx-xxx-xxxx.

Definitions

Approaching proficiency refers to English learners who are likely to exit English learner status within the next two school years.

Designated supports (for assessments). Features that are available for use by a student deemed eligible or in need when they take academic content assessments. Common designated supports for English learners include a text-to-speech read-aloud on math items, translated test directions, a pop-up glossary, or word-level translation of non-focal terms.

Dually identified students. For this survey, dually identified students are English learners who are identified with one of the following disabilities: autism, developmental delay, emotional disturbance, intellectual disability, specific learning disability, or speech or language impairment.

Language instruction educational program (LIEP). An instruction course (a) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards, and (b) that may make instructional use of both English and the student's native language to enable the student to develop and attain English proficiency.

Locally determined standardized assessments are tests, typically formative or interim, that local education agencies may select to use for instructional, diagnostic, or evaluative purposes. Examples include AIMSWeb, NWEA MAP, Renaissance STAR, and Smarter Balanced Interim Assessments. They differ from statewide standardized assessments used for accountability and, although they could be English language proficiency tests, they differ from the statewide English language proficiency test used to determine reclassification. Locally determined standardized assessments are typically created by assessment vendors but may also be provided by the state for optional use for instructional purposes. They are characterized by having set score scales and rubrics that are created from outside of the local context. Locally determined standardized assessments do not include teacher-generated evaluations, such as grades, teacher-generated scoring rubrics, or end-of-unit tests.

Section 0. Preliminary Questions about District

0-1. What grade levels does your district serve? *(Select all that apply.)*

pk ☐ Pre-kindergarten
kg ☐ Kindergarten
01 ☐ Grade 1
02 ☐ Grade 2
03 ☐ Grade 3
04 ☐ Grade 4
05 ☐ Grade 5
06 ☐ Grade 6
07 ☐ Grade 7
08 ☐ Grade 8
09 ☐ Grade 9
10 ☐ Grade 10
11 ☐ Grade 11
12 ☐ Grade 12

0-2. What was the first school year that you worked at this district? *(Select one response.)*

1 ☐ Prior to school year 2022–23
2 ☐ School year 2022–23
3 ☐ School year 2023–24
4 ☐ School year 2024–25

Section 1.   Initial Classification Procedures

1-1. **This question is about English learners who newly enrolled in your district. After their parents completed the home language survey, which information sources were used to make English learner-related reclassification decisions in grades K–5, 6–8, or 9–12 during the 2024–25 school year?**

> **Note:** Table will be tailored based on grades served. "Grades K-5" column will display for districts that serve any grades between kindergarten and grade 5. "Grades 6-8" column will display for districts that serve any grades between grade 6 and grade 8. "Grades 9-12" column will display for districts that serve any grades between grade 9 and grade 12.

INFORMATION SOURCES	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW					
	GRADES K–5		GRADES 6–8		GRADES 9–12	
	YES	NO	YES	NO	YES	NO
a. English language proficiency screener..	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
b. Information about proficiency in a student's home language....................	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
c. Grades or test scores from other schools in the U.S.............................	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
d. Grades or test scores from schools outside of the U.S..........................	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
e. Other..	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
(Specify): _____						

Section 2.   Language Instruction for English Learners

The questions in this section focus on the English learner services provided to English learners who are approaching proficiency, that is, English learners who are likely to exit English learner status within the next two school years.

2-1.   For English learners who are approaching proficiency in grades K–5, 6–8, or 9–12, which of the following best describes how instruction has been delivered during the 2024–25 school year?

> **Note:** Grade bands will be displayed based on the district's response to Q.0-1.

INSTRUCTION DELIVERY	SELECT ONE RESPONSE IN EACH COLUMN		
	GRADES K–5	GRADES 6–8	GRADES 9–12
a. At least 80 percent in English	1 ☐	1 ☐	1 ☐
b. 20 to 80 percent in English and the rest in another language	2 ☐	2 ☐	2 ☐
c. No more than 20 percent in English and the rest in another language	3 ☐	3 ☐	3 ☐

2-2.   For English learners who are approaching proficiency in grades K–5, 6–8, or 9–12, which of the following best describes the typical classroom setting during the 2024–25 school year?

> **Note:** Grade bands will be displayed based on the district's response to Q.0-1.

CLASSROOM SETTING	SELECT ONE RESPONSE IN EACH COLUMN		
	GRADES K–5	GRADES 6–8	GRADES 9–12
a. Only English learners	1 ☐	1 ☐	1 ☐
b. Both English learners and non-English learners	2 ☐	2 ☐	2 ☐

> **Q.2-2 SKIP INSTRUCTION**
>
> If [Q.0-1 includes grades kg, 1, 2, 3, 4, or 5] AND Q.2-2 "Grades K–5" = 2 then go to Q.2-3.
> If Q.0-1 does not include grades kg, 1, 2, 3, 4, or 5 but includes any grades between 6 and 12 AND [Q.2-2 "Grades 6–8" = 2 OR Q.2-2 "Grades 9–12" = 2] then skip to Q.2-4.
> Otherwise skip to Q.2-5.

2-3. **For English learners who are approaching proficiency in grades K–5, which of the following best describes the most common way that English learner services have been provided during the 2024–25 school year?**

ENGLISH LEARNER SERVICE DELIVERY	SELECT ONE RESPONSE GRADES K–5
a. While non-English learners are taught academic content (for example, English language arts, mathematics, science, social studies)...................	1 ☐
b. While non-English learners engage in specials or non-academic learning (for example, art, music, physical education, clubs)................................	2 ☐
c. Other... *(Specify):* _____	3 ☐

Q.2-3 SKIP INSTRUCTION

If [Q.0-1 includes any grades 6 through 12] AND [Q.2-2 "Grades 6–8" = 2 or "Grades 9–12" = 2] then go to Q.2-4.

Otherwise skip to Q.2-5.

2-4. **For English learners who are approaching proficiency in grades 6–8 or 9–12, which of the following best describes the most common way that English learner services have been provided during the 2024–25 school year?**

Note: Grade bands will be displayed based on the district's response to Q.0-1 and Q.2-2.

ENGLISH LEARNER SERVICE DELIVERY	SELECT ONE RESPONSE IN EACH COLUMN	
	GRADES 6–8	GRADES 9–12
a. For part of a course period while non-English learners are taught academic content (for example, English language arts, mathematics, science, or social studies)...................................	1 ☐	1 ☐
b. For an entire course period while non-English learners are taught academic content (for example, English language arts, mathematics, science, or social studies)...................................	2 ☐	2 ☐
c. While non-English learners engage in electives or non-academic learning (for example, art, music, physical education, or clubs)..	3 ☐	3 ☐
d. Other... *(Specify):* _____	4 ☐	4 ☐

2-5. **For English learners who are approaching proficiency in grades K–5, 6–8, or 9–12, which of the following best describes the primary focus of English learner services during the 2024–25 school year?**

> **Note:** Grade bands will be displayed based on the district's response to Q.0-1.

SERVICE FOCUS	SELECT ONE RESPONSE IN EACH COLUMN		
	GRADES K–5	GRADES 6–8	GRADES 9–12
a. Mostly or solely on academic content.............................	1 ☐	1 ☐	1 ☐
b. On both academic content and English language development, but with a greater emphasis on academic content...	2 ☐	2 ☐	2 ☐
c. On both academic content and English language development, with equal emphasis................................	3 ☐	3 ☐	3 ☐
d. On both academic content and English language development, but with a greater emphasis on English language development................................	4 ☐	4 ☐	4 ☐
e. Mostly or solely on English language development...	5 ☐	5 ☐	5 ☐

Section 3. **Selection or Assignment Processes for Academic Content Courses, for English Learners and Non-English Learners**

The next set of questions will first ask about your district's policies and practices during the 2024–25 school year. We will later ask about the two preceding school years (2022–23 school year and 2023–24 school year).

3-1. For never-English learners, current English learners, and former English learners, did the district offer more than one course option in grades [DISPLAY GRADE RANGE BASED ON GRADES SELECTED (GRADE 6 THROUGH GRADE 12) IN Q.0-1] in English language arts and/or math during the 2024–25 school year?

> **Note:** Rows will display based on response to Q.0-1 and question text will align with grades displayed in table below.

| | SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW ENGLISH LANGUAGE ARTS | | | | | | SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW MATH | | | | | |
| | NEVER-ENGLISH LEARNERS | | CURRENT ENGLISH LEARNERS | | FORMER ENGLISH LEARNERS | | NEVER-ENGLISH LEARNERS | | CURRENT ENGLISH LEARNERS | | FORMER ENGLISH LEARNERS | |
GRADES	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
a. Grade 6	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
b. Grade 7	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
c. Grade 8	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
d. Grade 9	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
e. Grade 10	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
f. Grade 11	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
g. Grade 12	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐

> **Q.3-1 SKIP INSTRUCTION**
>
> Districts that answer "Yes" to any grade for either "Math" or "English language arts" for "Current" or "Former" go to Q.3-2. Otherwise, districts skip to Q.3-2 skip instruction.

3-2. Who determined how English learners were assigned to English language arts and math courses during the 2024–25 school year?

> **Note:** "English language arts" column will display if district answers "Yes" to at least one grade for either "Current English learners" or "Former English learners" under "English language arts" in Q.3-1. "Math" column will display if district answers "Yes" to at least one grade for either "Current English learners" or "Former English learners" under "Math" in Q.3-1.

| | SELECT ONE RESPONSE IN EACH COLUMN | |
DETERMINATION OF COURSE ASSIGNMENT FOR ENGLISH LEARNERS	ENGLISH LANGUAGE ARTS	MATH
a. The district determined how students were assigned to courses...	1 ☐	1 ☐
b. The district provided guidance on course assignment and	2 ☐	2 ☐

schools determined how students were assigned to courses based on that guidance...

c. The district did not provide guidance on course assignment and schools determined how students were assigned to courses .... 3 ☐ 3 ☐

Q.3-2 SKIP INSTRUCTION

Districts that do not select "Grade 8" in Q.0-1 skip to Q.3-4 skip instruction.
Otherwise, districts go to Q.3-3.

3-3. **Is Algebra I or Integrated Math I offered to *grade 8* students in your district during the 2024–25 school year?**

1 ☐ Yes
0 ☐ No

Q.3-3 SKIP INSTRUCTION

Districts that answer "Yes" to Q.3-3 AND Q.3-1 c = "Yes" for "Math" for either "Never," "Current," or "Former" go to Q.3-4.
Districts that answer "Yes" to Q.3-3 AND Q.3-1 c = "No" for "Math" skip to Q.3-4 skip instruction.
Districts that answer "No" to Q.3-3 skip to Q.3-4 skip instruction.

3-4. **For never-English learners, current English learners, and former English learners in *grade 8* in your district, which of the following best describes how Algebra I or Integrated Math I course placement typically occurred during the 2024–25 school year?**

Note: Display "Never," "Current," and "Former" columns based on "Yes" response in Q.3-1 row c for "Math."

GRADE 8 ENROLLMENT IN ALGEBRA I/ INTEGRATED MATH I	SELECT ONE RESPONSE IN EACH COLUMN		
	NEVER-ENGLISH LEARNERS	**CURRENT ENGLISH LEARNERS**	**FORMER ENGLISH LEARNERS**
a. Students typically enroll in Algebra I or Integrated Math I unless they are on a non-standard course track or have a documented need for an exception...	1 ☐	1 ☐	1 ☐
b. Students who have successfully completed specific prerequisites typically enroll in Algebra I or Integrated Math I, while students who did not meet course prerequisites typically enroll in a more basic math course.............................	2 ☐	2 ☐	2 ☐
c. Students with certain test scores or grades from the prior school year typically enroll in Algebra I or Integrated Math I while other students typically enroll in a more basic math course...	3 ☐	3 ☐	3 ☐
d. Students typically do not enroll in Algebra I or Integrated Math I regardless of previous test scores or previous grades................................	4 ☐	4 ☐	4 ☐
e. Other...	5 ☐	5 ☐	5 ☐

(*Specify*):_____

3-5. **For never-English learners, current English learners, and former English learners in grades**
10–12 in your district, which of the following best describes how students were enrolled in honors or Advanced Placement courses during the 2024–25 school year?

Note: Display "Never," "Current," and "Former" columns based on "Yes" response in Q.3-1 rows e, f, and g for "Math" and "English language arts."

HONORS/ADVANCED PLACEMENT COURSE ENROLLMENT	SELECT ONE RESPONSE IN EACH COLUMN		
	NEVER-ENGLISH LEARNERS	CURRENT ENGLISH LEARNERS	FORMER ENGLISH LEARNERS
a. For a student to enroll in **any** honors or Advanced Placement courses after ninth grade, the student must have taken a specific honors course as a prerequisite..	1 ☐	1 ☐	1 ☐
b. For a student to enroll in **some** honors or Advanced Placement courses after ninth grade, the student must have taken a specific honors course as a prerequisite..	2 ☐	2 ☐	2 ☐
c. Enrollment in an honors or Advanced Placement course after ninth grade **does not** require a student to have taken a specific honors course as a prerequisite..	3 ☐	3 ☐	3 ☐
d. Other..	4 ☐	4 ☐	4 ☐

(*Specify*):_____

3-6. **Are never-English learners, current English learners, and former English learners in grade 9 in your district permitted to enroll in an honors course in English language arts or math during the 2024–25 school year?**

Note: Display rows and columns based on "Yes" responses to Q.3-1 d (grade 9).

GRADE 9 ENROLLMENT IN HONORS COURSES	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW

	NEVER-ENGLISH LEARNERS		CURRENT ENGLISH LEARNERS		FORMER ENGLISH LEARNERS	
	YES	NO	YES	NO	YES	NO
a. English language arts	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐
b. Math	1 ☐	0 ☐	1 ☐	0 ☐	1 ☐	0 ☐

Q.3-6 SKIP INSTRUCTION

Districts that answer "Yes" to at least one grade in Q.3-1 for "Current English learners" for "English language arts" go to Q.3-7.
Otherwise, districts go to Q.3-8 skip instruction.

The next set of questions is about *English language arts* course placement for *current English learners*.

3-7. For *current English learners* in [grades 6–8 or grades 9–12], were the following types of information about students considered to make *English language arts* course placement decisions during the 2024–25 school year?

> **Note:** Grade bands will be displayed in question text and in table based on relevant grades with "Yes" response in Q.3-1 for "English language arts" for "Current English learners." If all grades in the grade band have "No" response in Q.3-1 then grade band column will not display.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		**ANY GRADES 9–12**	
	YES	**NO**	**YES**	**NO**
a. English learner status	1 ☐	0 ☐	1 ☐	0 ☐
b. Student English language proficiency level	1 ☐	0 ☐	1 ☐	0 ☐
c. Student home language proficiency/literacy level	1 ☐	0 ☐	1 ☐	0 ☐
d. Newcomer status	1 ☐	0 ☐	1 ☐	0 ☐
e. Status as a student with limited or interrupted formal education	1 ☐	0 ☐	1 ☐	0 ☐
f. Long-term English learner status	1 ☐	0 ☐	1 ☐	0 ☐
g. Special education identification	1 ☐	0 ☐	1 ☐	0 ☐
h. Gifted and talented identification	1 ☐	0 ☐	1 ☐	0 ☐
i. Grades received in English language arts	1 ☐	0 ☐	1 ☐	0 ☐
j. Prior course enrollment in English language arts	1 ☐	0 ☐	1 ☐	0 ☐
k. Standardized state content assessment scores	1 ☐	0 ☐	1 ☐	0 ☐
l. Other assessment scores (excludes standardized state content assessments)	1 ☐	0 ☐	1 ☐	0 ☐
m. Teacher or committee recommendation	1 ☐	0 ☐	1 ☐	0 ☐
n. Other	1 ☐	0 ☐	1 ☐	0 ☐

(Specify):_____

> **Q.3-7 SKIP INSTRUCTION**
>
> Districts that answer "Yes" to any items a, b, d, e, f, g, h, j, m, or n in
> Q.3-7 for either grade span go to Q.3-8.

Otherwise, districts skip to Q.3-8 skip instruction.

3-8. **For *current English learners* in grades 6–8 or grades 9–12, did the following types of information about students dictate *English language arts* course placement or were they used at the discretion of the district or school to inform *English language arts* course placement during the 2024–25 school year?**

> **Note:** Grade bands will be displayed based on the district's response to Q.3-7. Only items a, b, d, e, f, g, h, j, m, or n in Q.3-7 with "Yes" response will appear below for specified grade band. Row labeling will be consistent with labeling in Q.3-7.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		ANY GRADES 9–12	
	DICTATED COURSE PLACEMENT	INFORMED COURSE PLACEMENT	DICTATED COURSE PLACEMENT	INFORMED COURSE PLACEMENT
a. English learner status	1 ☐	2 ☐	1 ☐	2 ☐
b. Student English language proficiency level	1 ☐	2 ☐	1 ☐	2 ☐
d. Newcomer status	1 ☐	2 ☐	1 ☐	2 ☐
e. Status as a student with limited or interrupted formal education	1 ☐	2 ☐	1 ☐	2 ☐
f. Long-term English learner status	1 ☐	2 ☐	1 ☐	2 ☐
g. Special education identification	1 ☐	2 ☐	1 ☐	2 ☐
h. Gifted and talented identification	1 ☐	2 ☐	1 ☐	2 ☐
j. Prior course enrollment in English language arts	1 ☐	2 ☐	1 ☐	2 ☐
m. Teacher or committee recommendation	1 ☐	2 ☐	1 ☐	2 ☐
n. [Other specify]	1 ☐	2 ☐	1 ☐	2 ☐

> **Q.3-8 SKIP INSTRUCTION**
>
> Districts that answer "Yes" to any grade for "Former English learners" for "English language arts" in Q.3-1 and answer "Yes" to at least one row a, e, g, h, i, j, k, l, m, or n in Q.3-7 go to Q.3-9.
> Otherwise, districts skip to Q.3-10.

The next question is about *English language arts* course placement for *former English learners*.

3-9. **For *former English learners* in [grades 6–8 or grades 9–12], were the following types of information about students considered to make *English language arts* course placement decisions during the 2024–25 school year?**

> **Note:** Grade bands will be displayed in question and table based on relevant grades with "Yes" response in Q.3-1 for "English language arts" for "Former English learners." If all grades in the grade band have "No" response in Q.3-1 then grade band column will not display. Only items a, e, g, h, i, j, k, l, m, or n in Q.3-7 with "Yes" response will appear below for specified grade band. Row labeling will be consistent with labeling in Q.3-7.

	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		**ANY GRADES 9–12**	
TYPE OF INFORMATION ABOUT STUDENTS	**YES**	**NO**	**YES**	**NO**
a. Prior status as an English learner...................	1 ☐	0 ☐	1 ☐	0 ☐
e. Status as a student with limited or interrupted formal education..............................	1 ☐	0 ☐	1 ☐	0 ☐
g. Special education identification......................	1 ☐	0 ☐	1 ☐	0 ☐
h. Gifted and talented identification...................	1 ☐	0 ☐	1 ☐	0 ☐
i. Grades received in English language arts..	1 ☐	0 ☐	1 ☐	0 ☐
j. Prior course enrollment in English language arts...	1 ☐	0 ☐	1 ☐	0 ☐
k. Standardized state content assessment scores..	1 ☐	0 ☐	1 ☐	0 ☐
l. Other assessment scores (excludes standardized state content assessments)...	1 ☐	0 ☐	1 ☐	0 ☐
m. Teacher or committee recommendation...	1 ☐	0 ☐	1 ☐	0 ☐
n. Other...	1 ☐	0 ☐	1 ☐	0 ☐

(Specify):_____

Q.3-9 SKIP INSTRUCTION
Districts that answer "No" to all grades for "Current English learners" for "Math" in Q.3-1 skip to Q.3-12 skip instruction. Otherwise, districts go to Q.3-10.

Now we will ask about *math* course placement for *current English learners*.

3-10. For *current English learners,* did the district consider the same information about students to make math course placement decisions as considered to make English language arts course placement decisions during the 2024–25 school year?

1 ☐ Yes
0 ☐ No

Q.3-10 SKIP INSTRUCTION

Districts that answer "No" AND have at least one "Yes" for Q.3-1 a, b, or c for "Current English learners" for "Math" go to Q.3-11.
Districts that answer "Yes" skip to Q.3-12 skip instruction.
Districts that answer "No" AND answered "No" for Q.3-1 a, b, and c for "Current English learners" for "Math" skip to Q.3-12 skip instruction.

3-11. For *current English learners* in [grades 6–8 or grades 9–12] were the following types of information about students considered to make *math* course placement decisions during the 2024–25 school year?

Note: Grade bands will be displayed in question text and table based on relevant grades with "Yes" response in Q.3-1 for "Math" for "Current English learners." If all grades in the grade band have "No" response in Q.3-1 then grade band column will not display.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		ANY GRADES 9–12	
	YES	NO	YES	NO
a. English learner status	1 ☐	0 ☐	1 ☐	0 ☐
b. Student English language proficiency level	1 ☐	0 ☐	1 ☐	0 ☐
c. Student home language proficiency/literacy level	1 ☐	0 ☐	1 ☐	0 ☐
d. Newcomer status	1 ☐	0 ☐	1 ☐	0 ☐
e. Status as a student with limited or interrupted formal education	1 ☐	0 ☐	1 ☐	0 ☐
f. Long-term English learner status	1 ☐	0 ☐	1 ☐	0 ☐
g. Special education identification	1 ☐	0 ☐	1 ☐	0 ☐
h. Gifted and talented identification	1 ☐	0 ☐	1 ☐	0 ☐
i. Grades received in math	1 ☐	0 ☐	1 ☐	0 ☐
j. Prior course enrollment in math	1 ☐	0 ☐	1 ☐	0 ☐
k. Standardized state content assessment scores	1 ☐	0 ☐	1 ☐	0 ☐
l. Other assessment scores (excludes	1 ☐	0 ☐	1 ☐	0 ☐

standardized state content
assessments)..

m. Teacher or committee recommendation..	1 ☐	0 ☐	1 ☐	0 ☐
n. Other..	1 ☐	0 ☐	1 ☐	0 ☐

(Specify):_____

Q.3-11 SKIP INSTRUCTION

Districts that answer "Yes" to any item a, b, d, e, f, g, h, j, m, or n for English learners in Q.3-11 in either grade band go to Q.3-12.

Otherwise, districts skip to Q.3-12 skip instruction.

3-12. **For *current English learners* in grades 6–8 or grades 9–12, did the following types of information about students dictate *math* course placement or were they used at the discretion of the district or school to inform *math* course placement during the 2024–25 school year?**

Note: Grade bands will be displayed based on the district's response to Q.3-11. Only items a, b, d, e, f, g, h, j, m, or n in Q.3-11 with "Yes" response will appear below for specified grade band. Row labeling will be consistent with labeling in Q.3-11.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		ANY GRADES 9–12	
	DICTATED COURSE PLACEMENT	INFORMED COURSE PLACEMENT	DICTATED COURSE PLACEMENT	INFORMED COURSE PLACEMENT
a. English learner status	1 ☐	2 ☐	1 ☐	2 ☐
b. Student English language proficiency level	1 ☐	2 ☐	1 ☐	2 ☐
d. Newcomer status	1 ☐	2 ☐	1 ☐	2 ☐
e. Status as a student with limited or interrupted formal education	1 ☐	2 ☐	1 ☐	2 ☐
f. Long-term English learner status	1 ☐	2 ☐	1 ☐	2 ☐
g. Special education identification	1 ☐	2 ☐	1 ☐	2 ☐
h. Gifted and talented identification	1 ☐	2 ☐	1 ☐	2 ☐
j. Prior course enrollment in math	1 ☐	2 ☐	1 ☐	2 ☐
m. Teacher or committee recommendation	1 ☐	2 ☐	1 ☐	2 ☐
n. [Other specify]	1 ☐	2 ☐	1 ☐	2 ☐

Q.3-12 SKIP INSTRUCTION

Districts that answer "Yes" to at least one grade for "Former English learners" for "Math" in Q.3-1 and answer "Yes" to at least one row a, e, g, h, i, j, k, l, m, or n in Q.3-11 go to Q.3-13. Otherwise, districts skip to Section 3 Note.

The next question is about *math* course placement for *former English learners*.

3-13. For *former English learners* in [grades 6–8 or grades 9–12] were the following types of information about students considered to make *math* course placement decisions during the 2024–25 school year?

> **Note:** Grade bands will be displayed in question text and table based on relevant grades with "Yes" response in Q.3-1 for "Math" for "Former English learners." If all grades in the grade band have "No" response in Q.3-1 then grade band column will not display. Only items a, e, g, h, i, j, k, l, m, or n in Q.3-11 with "Yes" response will appear below for specified grade span. Row labeling will be consistent with labeling in Q.3-11.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW			
	ANY GRADES 6–8		ANY GRADES 9–12	
	YES	NO	YES	NO
a. Prior status as an English learner	1 ☐	0 ☐	1 ☐	0 ☐
e. Status as a student with limited or interrupted formal education	1 ☐	0 ☐	1 ☐	0 ☐
g. Special education identification	1 ☐	0 ☐	1 ☐	0 ☐
h. Gifted and talented identification	1 ☐	0 ☐	1 ☐	0 ☐
i. Grades received in math	1 ☐	0 ☐	1 ☐	0 ☐
j. Prior course enrollment in math	1 ☐	0 ☐	1 ☐	0 ☐
k. Standardized state content assessment scores	1 ☐	0 ☐	1 ☐	0 ☐
l. Other assessment scores (excludes standardized state content assessments)	1 ☐	0 ☐	1 ☐	0 ☐
m. Teacher or committee recommendation	1 ☐	0 ☐	1 ☐	0 ☐
n. Other	1 ☐	0 ☐	1 ☐	0 ☐

(Specify):_____

> **SECTION 3 NOTE**
>
> Question 3-1 through 3-13 will be repeated to ask about school years 2022–23 and 2023–24 after section 6 is completed. The online survey will display the responses for the 2024–25 school year and ask the respondent if it was the same for the 2023–24 school year. If the district respondent answers "No" for 2022-23 and/or 2023-24, it will then repeat the set of questions that year using the same process after Section 6 is completed. If district respondent indicates they were not employed by the district during 2022–23 and/or 2023–24 we will prompt them to check with other district staff once Section 6 is completed.

Section 4.   **Reclassification Procedures**

The next set of questions is about your district's reclassification procedures. The focus of these questions is the prior school year (the *2023–24 school year)*. We will later ask about the preceding two years (the 2021–22 and 2022–23 school years).

4-1.   **Which types of information about students were used to make reclassification decisions during the *2023–24* school year?**

> **Note:** Only select "no grades" if a type of information was never used for *any* students in *any* grades. If a type of information was used for at least one student in each grade, select "all grades." If a type of information was used for at least one student but in only some grades, select "some grades."

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW		
	ALL GRADES	SOME GRADES	NO GRADES
a. State English language proficiency test score........	2 ☐	1 ☐	0 ☐
b. English language arts standardized state content assessment score..	2 ☐	1 ☐	0 ☐
c. Other standardized state content assessment score..	2 ☐	1 ☐	0 ☐
d. Locally determined standardized assessment of English language arts or English language proficiency test score...	2 ☐	1 ☐	0 ☐
e. Other locally determined standardized assessment score...	2 ☐	1 ☐	0 ☐
f. Grades received in English language arts...............	2 ☐	1 ☐	0 ☐
g. Attendance..	2 ☐	1 ☐	0 ☐
h. Teacher or committee recommendation.................	2 ☐	1 ☐	0 ☐
i. Discipline records..	2 ☐	1 ☐	0 ☐
j. Retain reclassification decision for students transferring from another district...........................	2 ☐	1 ☐	0 ☐
k. Other information, such as a portfolio of student work, parent input, or grades in courses other than ELA..	2 ☐	1 ☐	0 ☐

Q.4-1 SKIP INSTRUCTION

Districts that select "Some" for any row in Q.4-1 go to Q.4-2. Otherwise go to Q.4-2 skip instruction.

4-2. **For the types of information about students you indicated were used to make reclassification decisions during the *2023–24 school year* in "some grades," please indicate in which grades it was used.**

> Note: Only rows where districts select "some grades" in Q.4-1 will appear below.

TYPE OF INFORMATION ABOUT STUDENTS	GRADES — SELECT ALL THAT APPLY
a. State English language proficiency test score	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
b. English language arts standardized state content assessment score	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
c. Other standardized state content assessment score	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
d. Locally determined standardized assessment of English language arts or English language proficiency test score	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
e. Other locally determined standardized assessment score	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
f. Grades received in English language arts	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
g. Attendance	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
h. Teacher or committee recommendation	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
i. Discipline records	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
j. Retain reclassification decision for students transferring from another district	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11
k. Other information, such as a portfolio of student work, parent input, or grades in courses other than ELA	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

Q.4-2 SKIP INSTRUCTION
Districts that select "All" or "Some" for Q.4-1 row d go to Q.4-3. Otherwise, district goes to Q.4-4.

4-3. Please provide the name of the **locally determined standardized assessments** of English language arts or English language proficiency your district used and threshold used for reclassification for each grade (for example, a scale score, percentile, or proficiency level).

Note: If more than one assessment is used, list each assessment separated by a comma.

> Note: For districts that indicate only "some grades" in Q.4-1 row d, only grades identified in Q.4-2 row d will be listed below. All rows will display for districts selecting "all grades" for Q.4-1 row d.

GRADES	ASSESSMENT NAME	THRESHOLD USED FOR RECLASSIFICATION
a. Kindergarten.. _____		_____
b. 1st grade... _____		_____
c. 2nd grade.. _____		_____
d. 3rd grade... _____		_____
e. 4th grade... _____		_____
f. 5th grade... _____		_____
g. 6th grade... _____		_____
h. 7th grade... _____		_____
i. 8th grade... _____		_____
j. 9th grade... _____		_____
k. 10th grade... _____		_____
l. 11th grade... _____		_____

4-4. For an English learner who was reclassified based on an English language proficiency test taken during the *2023–24 school year*, when were parents notified or when will parents be notified that that their child was reclassified out of English learner status? *(Select all that apply.)*

1 ☐ Before January 2024
2 ☐ January through May, 2024
3 ☐ June through August, 2024
4 ☐ September through December, 2024
5 ☐ After December, 2024

4-5. Typically, how soon after a parent was notified about reclassification were English learner status and program assignments changed for the student?

> **Note:** Applicable grade bands will be displayed based on responses to Q.0-1.

TIME PERIOD	SELECT ONE RESPONSE IN EACH COLUMN	
	GRADES K–5	GRADES 6–12
a. Before the start of the next semester/calendar year in January (for fall notifications) or next school year (for notifications at other times of year)...	1 ☐	1 ☐
b. At the start of the next semester/calendar year in January (for fall notifications) or next school year (for notifications at other times of year)..	2 ☐	2 ☐
c. Later than the start of the next semester/calendar year in January (for fall notifications) or next school year (for notifications at other times of year)..	3 ☐	3 ☐

> **SECTION 4 NOTE**
>
> To obtain information about school years 2021–22 and 2022–23, we will first ask if decisions were made based on the same information as for school year 2023–24. If the district respondent answers "No" for 2021–22 and/or 2022–23, we will repeat Q.4-1 through Q.4-3 for that year once Section 6 is completed. If district respondent indicates they were not employed by the district during 2021–22 and/or 2022–23 we will prompt them to check with other district staff once Section 6 is completed.

Section 5.   Monitoring Policies for Former English Learners

5-1.   During the 2024–25 school year, did schools in your district monitor former English learners for the same number of years?

      1 ☐ Yes, the same number of years

      0 ☐ No, it varies across schools

     NA ☐ Not applicable, district does not currently have or is developing a monitoring plan.

Q.5-1 SKIP INSTRUCTION

Districts that answer "Yes" go to Q.5-2.
Districts that answer "No" skip to Q.5-3.
Districts that answer "NA" skip to Section 6.

5-2.   For how many years does your district monitor former English learners?

      |__| Number of years

5-3.   During the 2024–25 school year, what type of information have teachers or other school staff in your district collected, or will they collect, about former English learners during the monitoring period?

TYPE OF INFORMATION ABOUT FORMER ENGLISH LEARNERS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State content assessment data..	1 ☐	0 ☐
b. Locally determined standardized assessment data.................	1 ☐	0 ☐
c. Classroom-based assessment data such as textbook unit tests, teacher developed tests..	1 ☐	0 ☐
d. Grades...	1 ☐	0 ☐
e. Other classroom-based evidence such as scores on presentations or projects, student work samples, formative assessments..	1 ☐	0 ☐
f. Course enrollment information..	1 ☐	0 ☐
g. Other forms of teacher input..	1 ☐	0 ☐
h. Other..	1 ☐	0 ☐

    *(Specify):*_____

Q.5-3 SKIP INSTRUCTION

Districts that answer "No" to a through h skip to Q.5-5.

5-4. **During the 2024–25 school year, how many times has the district examined or will it examine the information collected about former English learners?** *(Select one response.)*

Note: If frequency for examining collected information varied, indicate the highest frequency that the district examined information collected about former English learners.

1 ☐ Once
2 ☐ 2 to 3 times
3 ☐ 4 or more times
NA ☐ Will not examine information collected

5-5. **During the 2024–25 school year, has your district offered or will it offer former English learners linguistic supports, instruction, or accommodations?**

1 ☐ Yes
0 ☐ No

Q.5-5 SKIP INSTRUCTION

Districts that answer "Yes" go to Q.5-6.
Districts that answer "No" skip to Section 6.

5-6. **During the 2024–25 school year, which of the following linguistic supports, instruction, or accommodations have been offered or will be offered to any former English learners during the monitoring period?**

SUPPORT/INSTRUCTION/ACCOMODATION	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Classroom supports such as tailored or translated materials......................	1 ☐	0 ☐
b. Assessment accommodations such as access to designated supports on academic content assessments..	1 ☐	0 ☐
c. Continued instruction through a language instruction educational program	1 ☐	0 ☐
d. Academic instruction designed specifically for English learners or former English learners who are still being monitored.....................................	1 ☐	0 ☐
e. Ad-hoc or on-demand language instruction such as access to a coach or paraprofessional for language supports during the school day..	1 ☐	0 ☐
f. Extended time to complete assignments and/or assessments....................	1 ☐	0 ☐
g. Other... (*Specify*):_____	1 ☐	0 ☐

5-7. **During the 2024–25 school year, which former English learners were offered or will be offered linguistic supports, instruction, or accommodations?**

Note: "Only items with "Yes" response in Q.5-6 will appear in Q.5-7.

SUPPORT/INSTRUCTION/ ACCOMODATION	SELECT ONE RESPONSE IN EACH ROW		
	ALL FORMER ENGLISH LEARNERS	**IF REQUESTED BY A TEACHER, OTHER SCHOOL STAFF, OR PARENT**	**IF MONITORING DATA DEMONSTRATED A NEED**
a. Classroom supports such as tailored or translated materials	1 ☐	2 ☐	3 ☐
b. Assessment accommodations such as access to designated supports on academic content assessments	1 ☐	2 ☐	3 ☐
c. Continued instruction through a language instruction educational program	1 ☐	2 ☐	3 ☐
d. Academic instruction designed specifically for English learners or former English learners who are still being monitored	1 ☐	2 ☐	3 ☐
e. Ad-hoc or on-demand language instruction such as access to a coach or paraprofessional for language supports during the school day	1 ☐	2 ☐	3 ☐
f. Extended time to complete assignments and/or assessments	1 ☐	2 ☐	3 ☐
g. [Other specified]	1 ☐	2 ☐	3 ☐

Section 6.   Dually Identified Students (English Learners with Disabilities)

[Note: the following definition will appear on each screen of the web survey.] Please answer the following questions for dually identified students. For this survey, dually identified students are English learners with disabilities who are identified with one of the following disabilities: autism, developmental delay, emotional disturbance, intellectual disability, specific learning disability, or speech or language impairment. Do not include students with a hearing impairment, visual impairment, orthopedic impairment, traumatic brain injury, other health impairment, or deaf-blindness.

Your responses to questions in this section will help the study team better understand services provided to students who, according to administrative data from your state, are dually identified as both English learners and students with disabilities.

6-1.   During the 2024–25 school year, did your district assess English learners for disabilities?

1 ☐ Yes
0 ☐ No

6-2.   During the 2024–25 school year, have any English learners been classified as having a disability?

1 ☐ Yes
0 ☐ No

Q.6-2 SKIP INSTRUCTION
Districts that answer "Yes" go to Q.6-3. Districts that answer "No" skip to Section 7.

6-3.   During the 2024–25 school year, did the district integrate English language development into special education content instruction for dually identified students?

1 ☐ Yes
0 ☐ No

6-4.   During the 2024–25 school year, did English learners with disabilities typically receive the same English learner services as English learners without disabilities?

1 ☐ Yes
0 ☐ No

Q.6-4 SKIP INSTRUCTION
Districts that answer "No" go to Q.6-5. Districts that answer "Yes" skip to Q.6-6.

The next question is about whether English learner services differed for dually identified students compared to English learners without disabilities. This question is intended to be answered based on your best assessment of what is typical of your district's services for dually identified students. You do not need to determine the exact number of services or amount of time.

6-5.   **Were English learner services different for English learners with disabilities** *compared to services for English learners without disabilities*?

SERVICE DIFFERENCES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language development constituted a larger proportion of the school day for dually identified students than for English learners without disabilities...........................	1 ☐	0 ☐
b. Dually identified students were provided more extended learning time than English learners without disabilities..........	1 ☐	0 ☐
c. Separate English language development classes were provided specifically for dually identified students that were not provided to English learners without disabilities..............	1 ☐	0 ☐
d. Dually identified students were provided with a language instruction educational program (LIEP) that was different than the LIEPs provided to English learners without disabilities...	1 ☐	0 ☐
e. Dually identified students were provided with additional native language supports that were not provided to English learners without disabilities...	1 ☐	0 ☐
f. Dually identified students were served in classrooms with additional English learner programs, materials, or curricula specifically developed for dually identified students that were not available in classrooms where English learners without disabilities were served..	1 ☐	0 ☐
g. Dually identified students had access to different types of assistive technology that was not available to English learners without disabilities..	1 ☐	0 ☐
h. Dually identified students were assigned support staff who were not provided to English learners without disabilities.......	1 ☐	0 ☐
i. Dually identified students were taught by a teacher dually certified in special education and ESL, unlike English learners without disabilities..	1 ☐	0 ☐
j. Dually identified students were co-taught by a special education teacher and an ESL teacher, unlike English learners without disabilities..	1 ☐	0 ☐
k. Other.. *(Specify):*_____	1 ☐	0 ☐

The next two questions are about whether special education services differed for dually identified students compared to students with disabilities who are not classified as English learners.

6-6.   **During the 2024–25 school year, did dually identified students typically receive the same special education services as students with disabilities who were not classified as English learners?**

    1 ☐ Yes
    0 ☐ No

Q.6-6 SKIP INSTRUCTION

Districts that answer "No" go to Q.6-7.
Districts that answer "Yes" skip to Section 7.

6-7.   **Were special education services different for English learners with disabilities** *compared to services for students with disabilities who were not classified as English learners*?

SERVICE DIFFERENCES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Special education services were a larger proportion of the day for dually identified students than for students with disabilities who were not classified as English learners...........	1 ☐	0 ☐
b. Special education services were delivered in a different setting to dually identified students than to students with disabilities who were not classified as English learners...........	1 ☐	0 ☐
c. Different educators provide special education services to dually identified students than students with disabilities who were not classified as English learners..................................	1 ☐	0 ☐
d. Dually identified students were served in classrooms with additional special education programs, materials, or curricula specifically developed for dually identified students that were not available in classrooms for students with disabilities who were not classified as English learners...........	1 ☐	0 ☐
e. Dually identified students had access to different types of assistive technology than students with disabilities who were not classified as English learners..	1 ☐	0 ☐

Section 7.   Dual Language Immersion Programs

A dual language immersion program teaches core academic content in two languages, with a goal of preparing students to be bilingual and biliterate.

Please answer the following questions as best you can.

7-1.   During the 2024-25 school year, did your district have any schools that offered dual language immersion program(s)?

1 ☐ Yes

0 ☐ No

Q.7-1 SKIP INSTRUCTION

Districts that answer "Yes" go to Q.7-2.
Districts that answer "No" skip to Q.7-3.

7-2.   During the 2024-25 school year, approximately how many schools in your district offered dual language immersion programs to English learners?

|__| Number of schools offering dual language immersion programs during 2024-25 school year

DK ☐ Don't know

Q.7-2 SKIP INSTRUCTION

Districts that answer "Yes" to Q.7-1 skip to Q.7-4.

7-3.   At any time since the 2010-11 school year, has your district offered dual language immersion programs to English learners?

1 ☐ Yes

0 ☐ No

DK ☐ Don't know

Q.7-3 SKIP INSTRUCTION

Districts that answer "Yes" go to Q.7-4.
Districts that answer "No" or "Don't know" skip to end of survey.

7-4.   Since the 2010-11 school year, approximately how many schools in your district have offered dual language immersion programs to English learners at some point?

|__| Number of schools offering dual language immersion programs

DK ☐ Don't know

7-5.   Since the 2010-11 school year, have any lotteries been conducted to determine enrollment in dual language immersion program(s)?

1 ☐ Yes

0 ☐ No

DK ☐ Don't know

7-6. **Since the 2010-11 school year, have English learners been included in lotteries to determine enrollment in dual language immersion program(s)?**

1 ☐ Yes

0 ☐ No

DK ☐ Don't know

7-7. **Since the 2010-11 school year, for lotteries that include English learners, has the district ever retained lists of students who were selected and admitted to dual language immersion program(s) and students who were not selected to attend these programs?**

1 ☐ Yes

0 ☐ No

DK ☐ Don't know