

Appendix B: School Survey

Study of the Impact of English Learner Classification and Reclassification Policies

School 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 schools 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).

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 30 minutes per survey, including 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 for Education Sciences, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

INTRODUCTION TO SURVEY

The U.S. Department of Education is examining whether and how English learner classification and reclassification policies and practices affect students' instructional experiences and outcomes. The information from this survey is critical to the Department's ability to improve federal policy and 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.

- **Your school's responses are critical for understanding what is happening in schools and districts across the country.** Although your school's participation is voluntary, your school is one of a small sample of schools selected for the study. As a principal, your perspective is particularly important to understanding the local implementation of classification and reclassification procedures and how policies, practices, and procedures influence the impacts of reclassification on English learners.
- **The survey may require more than one respondent, given the scope of topics.** There are 4 sections: language instruction for English learners, selection or assignment processes for academic content courses, reclassification procedures, and monitoring policies for former English learners. Please consult with other school staff, as needed, to respond to the survey. Depending on your school these could include an assistant principal, an English learner coordinator, an English learner specialist, or other staff who may be knowledgeable about how English learners are taught within your school.
- **Schools will not be identified in reporting.** The reports prepared for the study will summarize findings across the set of schools and will not associate responses with a specific school or individual (see Notice of Confidentiality). The Department's Institute of Education Sciences (IES) will keep all data collected from this survey confidential and will not share your responses with your district or state. There are no foreseeable risks with participating in the survey.

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.

Content area for a state teaching certificate may be a subject, like English language arts, math, science, or social studies; special education; or a grade level, like elementary, middle grades, or general.

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.

Feeder schools. Public schools that include students that are one grade below the lowest grade in your school and for which students live in the same attendance area as your school. Typically, several elementary schools are feeder schools to a middle school.

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 School

The survey is designed to be completed for the school named below. School names are from the U.S. Department of Education database. There may be abbreviations or slight deviations from the official school name.

School name:
School address:

0-1. Are you responding for the school named above?

- 1 Yes

- 2 No, the school above has changed or been reconfigured *(In the space below, please provide (1) the new school name; and (2) an explanation of the changes, including the school mergers/reconfigurations or reason(s) for the school name change.)*
 - (1) New school name: _____
 - (2) Explanation: _____

- 3 No, I work at a different school *(In the space below, please provide any additional information including the name and email address for the principal at the above school if possible.)*
Information: _____

<p style="text-align: center;">Q.0-1 SKIP INSTRUCTION</p> <p>Schools that answer “Yes” or “No, the school above has changed or been reconfigured” go to Q.0-2. Schools that answer “No, I work at a different school” skip to special thank you screen and Survey Status code = OT.</p>
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0-2. What was the first school year that you worked at this school? (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

0-3. What grades did your school serve during the 2022-23, 2023-24, and 2024-25 school years?

GRADES	SELECT ALL THAT APPLY IN EACH COLUMN		
	SCHOOL YEAR 2022-23	SCHOOL YEAR 2023-24	SCHOOL YEAR 2024-25
a. Pre-kindergarten.....pk [].....	pk <input type="checkbox"/>	pk <input type="checkbox"/>	pk <input type="checkbox"/>
b. Kindergarten.....k [].....	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>
c. 1st grade.....1 [].....	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
d. 2nd grade.....2 [].....	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
e. 3rd grade.....3 [].....	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
f. 4th grade.....4 [].....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
g. 5th grade.....5 [].....	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
h. 6th grade.....6 [].....	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
i. 7th grade.....7 [].....	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
j. 8th grade.....8 [].....	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
k. 9th grade.....9 [].....	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
l. 10th grade.....10 [].....	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
m. 11th grade.....11 [].....	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>
n. 12th grade.....12 [].....	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>

Q.0-3 SKIP INSTRUCTION

Schools where low grade = 5, 6, or 7 for school year 2024-25 go to Q.0-4.
 Schools without grades 7 and 8 for school year 2024-25 skip to special thank you screen and Survey Status code = OT.
 Otherwise, schools skip to Section 1.

0-4. How many traditional public schools (excluding charter schools) served as feeder schools for your school during the 2024-25 school year?

|__| Number of traditional public schools

Section 1. 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.

1-1. For English learners who are **approaching proficiency in grades [6,] 7 or 8, which of the following best describes how instruction has been delivered during the 2024-25 school year? (Select one response.)**

- 1 At least 80 percent in English
- 2 20 to 80 percent in English and the rest in another language
- 3 No more than 20 percent in English and the rest in another language

1-2. For English learners who are **approaching proficiency in grades [6,] 7 or 8, which of the following best describes the typical classroom setting during the 2024-25 school year? (Select one response.)**

- 1 Only English learners
- 2 Both English learners and non-English learners

1-3. For English learners who are **approaching proficiency in grades [6,] 7 or 8, which of the following best describes the most common way that English learner services have been provided during the 2024-25 school year? (Select one response.)**

- 1 For part of a course period while non-English learners are taught academic content (for example, English language arts, mathematics, science, or social studies)
- 2 For an entire course period while non-English learners are taught academic content (for example, English language arts, mathematics, science, or social studies)
- 3 While non-English learners engage in electives or non-academic learning (for example, art, music, physical education, or clubs)
- 4 Other (Specify): _____

1-4. For English learners who are **approaching proficiency in grades [6,] 7 or 8, which of the following best describes the primary focus of English learner services during the 2024-25 school year? (Select one response.)**

- 1 Mostly or solely on academic content
- 2 On both academic content and English language development, but with a greater emphasis on academic content
- 3 On both academic content and English language development, with equal emphasis
- 4 On both academic content and English language development, but with a greater emphasis on English language development
- 5 Mostly or solely on English language development

1-5. Please provide the number of full-time equivalent (FTE) teachers who provide instruction to English learners in grades [6,] 7 or 8 during the 2024-25 school year.

- |__| Number of FTE teachers who provide math instruction
- |__| Number of FTE teachers who provide English language arts instruction

1.6. How many teachers who teach English language arts to English learners, non-English learners, or both English learners and non-English learners in grades [6,] 7 or 8 have the following certifications and skills during the 2024-25 school year?

TEACHER CERTIFICATION/SKILLS	NUMBER OF TEACHERS WHO TEACH ENGLISH LANGUAGE ARTS TO:		
	ENGLISH LEARNERS ONLY	NON-ENGLISH LEARNERS ONLY	BOTH ENGLISH LEARNERS AND NON-ENGLISH LEARNERS
a. Regular or standard state certificate in any content area , but not in the content area in which they teach	_____	_____	_____
b. Regular or standard state certificate in the content area in which they teach	_____	_____	_____
c. ESL, bilingual, or other type of linguistic certification (not including teaching certificates for foreign languages)	_____	_____	_____
d. Do not yet have regular certification	_____	_____	_____

Section 2. Selection or Assignment Processes for Academic Content Courses, for English Learners and Non-English Learners

The next set of questions asks about your school’s policies and practices during the 2024-25 school year. [FROM Q.0-3, IF SCHOOL SERVED GRADES 7 AND 8 IN 2022-23 AND 2023-24 TEXT WILL READ: “We will later ask about the two preceding school years (2022-23 school year and 2023-24 school year).” IF SCHOOL SERVED GRADES 7 AND 8 IN 2023-24 BUT NOT IN 2022-23 TEXT WILL READ: “We will later ask about the preceding school year (2023-24 school year).”]

2-1. For never-English learners, current English learners, and former English learners, did the school offer more than one course option in grades [6,] 7 or 8 in English language arts and/or math during the 2024-25 school year?

Note: Rows will display based on response to Q.0-3.

GRADES	SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW						SELECT ONE RESPONSE IN EACH COLUMN FOR EACH ROW					
	ENGLISH LANGUAGE ARTS						MATH					
	NEVER-ENGLISH LEARNERS		CURRENT ENGLISH LEARNERS		FORMER ENGLISH LEARNERS		NEVER-ENGLISH LEARNERS		CURRENT ENGLISH LEARNERS		FORMER ENGLISH LEARNERS	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
a. Grade 6	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Grade 7	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Grade 8	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

2-2. Is Algebra I or Integrated Math I offered to *grade 8* students in your school during the 2024-25 school year?

- 1 Yes
- 0 No

Q.2-2 SKIP INSTRUCTION

Schools that answer “Yes” for Q.2-2 AND Q.2-1 c has at least one “Yes” for “Math” go to Q.2-3.
Otherwise, schools skip to Q.2-3 skip instruction.

2-3. For never-English learners, current English learners, and former English learners in grade 8 in your school, 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” responses in Q.2-1 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 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
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 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
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 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Students typically do not enroll in Algebra I or Integrated Math I regardless of previous test scores or previous grades.....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Other.....	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
(Specify): _____			

Q.2-3 SKIP INSTRUCTION
 Schools that answer “Yes” to Q.2-1 a, b, or c for “English language arts” for “Current English Learners” go to Q.2-4.
 Otherwise, schools skip to Q.2-5 skip instruction.

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

2-4. For current English learners in grades [6,] 7 or 8, were the following types of information about students considered to make English language arts course placement decisions during the 2024-25 school year?

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English learner status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Student English language proficiency level.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Student home language proficiency/literacy level.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Newcomer status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Long-term English learner status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Grades received in English language arts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Prior course enrollment in English language arts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Standardized state content assessment scores.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. Other assessment scores (excludes standardized state content assessments).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
n. Other.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
(Specify): _____		

Q.2-4 SKIP INSTRUCTION

Schools that answer “Yes” to any items a, b, d, e, f, g, h, j, m, or n in Q.2-4 go to Q.2-5.
 Otherwise, schools skip to Q.2-5 skip instruction.

2-5. For current English learners in grades [6,] 7 or 8, 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: Only items a, b, d, e, f, g, h, j, m, or n in Q.2-4 with “Yes” response for English learners will appear below. Row labeling will be consistent with labeling in Q.2-4.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	1 DICTATED COURSE PLACEMENT	2 INFORMED COURSE PLACEMENT
a. English learner status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Student English language proficiency level.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Newcomer status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Long-term English learner status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Prior course enrollment in English language arts.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. [Other specify].....	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Q.2-5 SKIP INSTRUCTION

Schools that answer “Yes” to Q.2-1 a, b, or c for “English language arts” for “Former English learners” and at least one “Yes” response for rows a, e, f, g, h, i, j, k, l, m, or n in Q.2-4 go to Q.2-6. Otherwise, schools skip to Q.2-6 skip instruction.

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

2-6. For former English learners in grades [6,] 7 or 8, were the following types of information about students considered to make English language arts course placement decisions during the 2024-25 school year?

Note: Only items a, e, g, h, i, j, k, l, m, or n in Q.2-4 with “Yes” response for current English learners will appear below. Row labeling will be consistent with labeling in Q.2-4.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Prior status as an English learner.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Grades received in English language arts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Prior course enrollment in English language arts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Standardized state content assessment scores.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. Other assessment scores (excludes standardized state content assessments).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
n. Other.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

(Specify): _____

Q.2-6 SKIP INSTRUCTION

Schools that answer “No” to all grades for “Current English learners” for “Math” in Q.2-1 skip to Q.2-9 skip instruction.
Otherwise, districts go to Q.2-7.

Now we will ask about *math* course placement for *current English learners* in grades [6,] 7 or 8.

2-7. For current English learners, did the school consider the same information 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.2-7 SKIP INSTRUCTION

Schools that answer “No” AND have at least one “Yes” for Q.2-1 a, b, or c for “Current English learners” for “Math” go to Q.2-8.
Schools that answer “Yes” skip to Q.2-9 skip instruction.

Schools that answer "No" AND answered "No" for Q.2-1 a, b, and c for "Current English learners" for "Math" skip to Q.2-9 skip instruction.

2-8. For current English learners in grades [6,] 7 or 8, were the following types of information about students considered to make *math* course placement decisions during the 2024-25 school year?

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English learner status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Student English language proficiency level.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Student home language proficiency/literacy level.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Newcomer status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Long-term English learner status.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Grades received in math.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Prior course enrollment in math.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Standardized state content assessment scores.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. Other assessment scores (excludes standardized state content assessments).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
n. Other.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

(Specify): _____

Q.2-8 SKIP INSTRUCTION

Schools that answer “Yes” to any items a, b, d, e, f, g, h, j, m, or n for current English learners in Q.2-8 go to Q.2-9.
Otherwise, schools skip to Q.2-9 skip instruction.

2-9. For current English learners in grades [6,] 7 or 8, did the following types of information about students dictate *math* placement or were they used at the discretion of the district or school to inform *math* course placement in the 2024-25 school year?

Note: Only items a, b, d, e, f, g, h, j, m, or n in Q.2-8 with “Yes” response for current English learners will appear below. Row labeling will be consistent with labeling in Q.2-8.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	1 DICTATED COURSE PLACEMENT	2 INFORMED COURSE PLACEMENT
a. English learner status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Student English language proficiency level.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Newcomer status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Long-term English learner status.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Prior course enrollment in math.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. [Other specify].....	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Q.2-9 SKIP INSTRUCTION

Schools that answer “Yes” to Q.2-1 a, b, or c for “Math” for “Former English learners” go to Q.2-10.
 Otherwise, schools skip to Section 2 Note.

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

2-10. For former *English learners* in grades [6,] 7 or 8, were the following types of information about students considered to make *math* course placement decisions during the 2024-25 school year?

Note: Only items a, e, g, h, i, j, k, l, m, or n in Q.2-8 with “Yes” response for current English learners will appear below. Row labeling will be consistent with labeling in Q.2-8.

TYPE OF INFORMATION ABOUT STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Prior status as an English learner.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Status as a student with limited or interrupted formal education.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Special education identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Gifted and talented identification.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Grades received in math.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Prior course enrollment in math.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Standardized state content assessment scores.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. Other assessment scores (excludes standardized state content assessments).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
m. Teacher or committee recommendation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
n. Other.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

(Specify): _____

SECTION 2 NOTE

Question 2-1 through 2-10 will be repeated to ask about school years 2022-23 and 2023-24 after section 4 is completed. The online survey will display the responses for the 2024-25 school year and ask the respondent if the selection or assignment process was the same for the 2023-24 school year if school served students in grades 7 and 8 during 2023-24 school year. If the process was different for 2023-24, the respondent will go through all questions in the section for the 2023-24 school year after Section 4 is completed. The respondent will then be asked if the process was the same for the 2022-23 school year. If the process was different, the respondent will then be asked all questions in the section for the 2022-23 school year. If respondent indicates they were not employed by the school during 2022-23 and/or 2023-24 we will prompt them to check with other school staff once section 4 is completed.

Section 3. Reclassification Procedures

The next set of questions is about your school’s reclassification procedures. The focus of these questions is the prior school year (the *2023–24 school year*). [FROM Q.0-2, IF SCHOOL SERVED GRADES 7 AND 8 IN 2021–22 AND 2022–23 TEXT WILL READ: “We will then ask about the preceding two school years (2021–22 and 2022–23 school years).” IF SCHOOL SERVED GRADES 7 AND 8 IN 2022–23 BUT NOT IN 2021–22 TEXT WILL READ: “We will then ask about the 2022–23 school year.” IF SCHOOL DID NOT SERVE GRADES 7 AND 8 IN 2021–22 OR 2022–23 TEXT WILL BE OMITTED.]

3-1. Which types of information about students were used to make reclassification decisions for students in grades [6,] 7 or 8 during the *2023–24 school year*?

TYPE OF INFORMATION ABOUT STUDENTS	USED TO MAKE RECLASSIFICATION DECISIONS? SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State English language proficiency test score.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. English language arts standardized state content assessment score.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Other standardized state content assessment score.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Locally determined standardized assessment of English language arts or English language proficiency test score.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Other locally determined standardized assessment score.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Grades received in English language arts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Teacher or committee recommendation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Discipline records.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Retain reclassification decision for students transferring from another district.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Other information, such as a portfolio of student work, parent input, or grades in courses other than ELA..... (Specify): _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

Q.3-1 SKIP INSTRUCTION

Schools that answer “Yes” for Q.3-1 d go to Q.3-2. Otherwise, schools go to Q.3-3.

3-2. Please provide the name of the **locally determined standardized assessments of English language arts or English language proficiency your school 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: Row a will display if school served grade 6 in 2023–24 school year (Q.0-3 row h).

GRADES	ASSESSMENT NAME	THRESHOLD USED FOR RECLASSIFICATION
a. 6th grade.....	_____	_____

- b. 7th grade..... _____
- c. 8th grade..... _____

3-3. Who made reclassification decisions during the 2023-24 school year? (Select one response.)

- 1 The state or district made the reclassification decisions.
- 2 The school made the reclassification decisions.

Q.3-3 SKIP INSTRUCTION

Schools that answer “the district or state made the reclassification decision” skip to Section 3 Note.
Otherwise, schools go to Q.3-4.

3-4. During the 2023-24 school year, did the state or district audit your school's reclassification decisions?

AUDITOR	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state audited the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. The district audited the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

3-5. Did the [STATE/DISTRICT] notify your school about whether they agreed or disagreed with your school's reclassification decisions? [IF Q.3-4 ROW A = YES AND ROW B = YES THEN STATE/DISTRICT WILL READ: “state or district”. [IF Q.3-4 ROW A = YES AND ROW B = NO THEN STATE/DISTRICT WILL READ: “state”. [IF Q.3-4 ROW A = NO AND ROW B = YES THEN STATE/DISTRICT WILL READ: “district”].]

Note: If ‘Yes’ to Q.3-4 row a, then rows a and b will display below. If ‘Yes’ to Q.3-4 row b, then rows c and d will display below.

AUDITOR ACTION	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state notified the school that they disagreed with the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. The state notified the school that they agreed with the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. The district notified the school that they disagreed with the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. The district notified the school that they agreed with the school's reclassification decisions.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

SECTION 3 NOTE

To obtain information about school years 2021-22 and 2022-23, the online survey will display the responses for school year 2023-24 and ask the respondent if it was the same for the 2022-23 school year and 2021-22 school year. If the school answers “No” for 2021-22 and/or 2022-23, we will repeat Q.3-1 through Q.3-5 for that year if the school served grade 6, 7 or 8 students during those school years after Section 4 is completed.

Section 4. Monitoring Policies for Former English Learners

4-1. Who determines what type of information to collect about former English learners in grades [6,] 7 or 8 who are in their monitoring period during the 2024-25 school year?

- 1 The state or district determines the type of information to collect.
- 2 The school determines the type of information to collect.
- NA Not applicable, the school does not currently have or is developing a monitoring plan.

Q.4-1 SKIP INSTRUCTION

Schools that answer “NA” skip to END.
Otherwise, schools go to Q.4-2.

4-2. For how many years does your school monitor former English learners?

|_| Number of years

4-3. During the 2024-25 school year, what type of information has your school collected or will it collect about former English learners in grades [6,] 7 or 8 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 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Locally determined standardized assessment data.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Classroom-based assessment data such as textbook unit tests, teacher developed tests.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Grades.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Other classroom-based evidence such as scores on presentations or projects, student work samples, formative assessments.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Course enrollment information.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Other forms of teacher input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Other.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

(Specify): _____

Q.4-3 SKIP INSTRUCTION

Schools that answer “No” to all items a through h skip to Q.4-6.
Otherwise, schools go to Q.4-4.

4-4. During the 2024-25 school year, how many times have educators in your school examined or will they examine the information collected about former English learners in grades [6,] 7 or 8? (Select one response.)

Note: If frequency for examining collected information varied, indicate the highest frequency that the educators in your school 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

4-5. Who examined or will examine the information collected about former English learners in grades [6,] 7, or 8 during the 2024-25 school year?

MONITOR	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English learner lead teacher.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. School administrator.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. District-level English learner staff.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Staff who oversee multi-tiered systems of supports (MTSS)....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

4-6. During the 2024-25 school year, has your school offered or will it offer former English learners in grades [6,] 7 or 8 linguistic supports, instruction, or accommodations?

- 1 Yes
- 0 No

Q.4-6 SKIP INSTRUCTION

Schools that answer “Yes” go to Q.4-7.
 Schools that answer “No” skip to end of survey.

4-7. 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 in grades [6,] 7 or 8 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 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Assessment accommodations such as access to designated supports on academic content assessments.....1 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Continued instruction through a language instruction educational program1 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Academic instruction designed specifically for English learners or former English learners who are still being monitored.....1 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Ad-hoc or on-demand language instruction such as access to a paraprofessional for language supports during the school day.....1 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Extended time to complete assignments and/or assessments.....		
g. Other.....1 <input type="checkbox"/> (Specify): _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

4-8. During the 2024-25 school year, which former English learners in grades 7 or 8 were offered or will be offered linguistic supports, instructions, or accommodations?

Note: Only items with “Yes” response in Q.4-7 will appear in Q.4-8.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Assessment accommodations such as access to designated supports on academic content assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Continued instruction through a language instruction educational program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Academic instruction designed specifically for English learners or former English learners who are still being monitored	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Ad-hoc or on-demand language instruction such as access to a coach or paraprofessional for language supports during the school day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Extended time to complete assignments and/or assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. [Other specified]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>