

U.S. Department of Education

National Evaluation of Title III Implementation— Report on State and Local Implementation

Appendix G—Data Collection Instruments



National Evaluation of Title III Implementation— Report on State and Local Implementation

Appendix G—Data Collection Instruments

Submitted to

U.S. Department of Education
Office of Planning, Evaluation and Policy Development
Policy and Program Studies Service

Prepared by

Courtney Tanenbaum
Andrea Boyle
Kay Soga
Kerstin Carlson Le Floch
Laura Golden
Megan Petroccia
Michele Toplitz
James Taylor, Project Director
Jennifer O'Day, Principal Investigator

American Institutes for Research
Washington, DC

2012

This report was prepared for the U.S. Department of Education under Contract Number ED-04-CO-0025/0017. Elizabeth Eisner served as the contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education is intended or should be inferred. In addition, any mention of trade names, commercial products, services or organizations in this report does not imply endorsement by the U.S. Department of Education.

U.S. Department of Education

Arne Duncan
Secretary

Office of Planning, Evaluation and Policy Development

Carmel Martin
Assistant Secretary

Policy and Program Studies Service

Stuart Kerachsky
Director

April 2012

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. Although permission to reprint this publication is not necessary, the citation should be U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Evaluation of Title III Implementation—Report on State and Local Implementation*, Washington, DC, 2012.

This report is also available on the Department's website at <http://www.ed.gov/about/offices/list/oepd/ppss/index.html>.

On request, this publication is available in alternative formats, such as Braille, large print or CD. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or 202-260-0818.

Content Contact

Liz Eisner
202-260-1109
elizabeth.eisner@ed.gov

Contents

Appendix G. State, District, and Survey Protocols..... 221

APPENDIX G: STATE, DISTRICT, AND SURVEY PROTOCOLS

Appendix G. State, District, and Survey Protocols

NETI



The National Evaluation of Title III Implementation

State Title III Director Interview Protocol

Prepared By:
American Institutes for Research

Prepared For:
U.S. Department of Education
Contract No. ED-04-CO-0025/0017

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 1875-0254. The time required to complete this information collection is estimated to average 60 minutes. 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: Policy and Program Studies Service, Office of the Deputy Secretary, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Dear State Official,

Thank you for agreeing to participate in the Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems. To recap what our accompanying materials have already described:

- **Purpose of Study:** The purpose of this study is not to monitor Title III implementation, but to *describe* the implementation of Title III in states and school districts across the country.
- **Sponsor:** The study is being conducted by the American Institutes for Research, edCount, and Windwalker Corporation under a contract from the U.S. Department of Education.
- **Response Burden:** Preparation for this interview, including completion of the data confirmation document, should require less than 30 minutes of your time. The telephone interview itself should require approximately 60 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 *No Child Left Behind*.
- **Participation:** Your participation in the study is mandatory as a condition of receiving Title III funds.
- **Confidentiality:** Because these questions reflect your state's policies or practices, they may be reported on a state-by-state basis, and we can't ensure confidentiality.
- **More Information:** For questions or more information about this study, you may contact the Project Director, James Taylor, at AIR at 1-202-403-5000.

Title III State Interview Protocol

Pre-interview script

Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems

- *Evaluation funded by the U.S. Department of Education*
- *New and different study than SSI-NCLB, but some questions will follow up information collected from that study*
- *American Institutes for Research is an independent contractor conducting these interviews*
- *Collected as much information as possible through available documents*
- *Collaborated with the National Clearinghouse for English Language Acquisition (NCELA), which has already compiled much data on Title III implementation*
- *Today's focus is on questions that we haven't been able to address through these other sources.*
- *Confirm that Data Confirmation Form was completed and check for any outstanding questions*

Confidentiality

- *Because these questions reflect your state's policies or practices (which are a matter of public record), they may be reported on a state-by-state basis, and we can't ensure confidentiality. However, I do want to assure you that we will not attribute any quotes to you personally, and most of our state findings will be reported in the aggregate (e.g., the number of states that follow a particular approach).*

Recording

- *In order to capture the large amount of data your responses will provide, your interview will be digitally recorded. This tape may be shared with others within our evaluation team, but only for purposes of analysis. Is it okay to begin recording now?*
- *[Press *2] There will be a brief pause and an automated voice will indicate that recording has begun.*

Do you have any questions before we begin? Let's get started.

STANDARDS FOR ENGLISH LANGUAGE PROFICIENCY

I'd like to ask you a few questions about your current English language proficiency standards.

1. Is your state planning any changes to your current ELP standards?
 - No
 - Yes → Please describe the anticipated changes. When will they be implemented? _____

2. Can you describe the primary way(s) in which the state (SEA or related state agencies) uses the ELP standards?
 - Text selection/approval
 - Curriculum development/selection/approval
 - Support programs chosen (PD, etc.)
 - Other _____

3. Does your state provide guidance or support to subgrantees on how to implement the standards?
 - No
 - Yes → Please describe support _____

4. Tell me about the relationship between your ELP standards and content area standards *[capture open ended data]*
 - 4a. Has your state developed any linkages between your ELP standards and your state's content standards?
 - No → Do you have any plans to make the linkages? _____
 - Yes → Can you briefly describe the linkage process, including who was involved, and which subjects were linked? _____

ASSESSING LEP STUDENTS

Now I'm going to ask a few questions about how your state defines LEP and places students in LIEP programs. What term does your state use to refer to LEP students?
[Use state-specific term throughout interview]

5. For the purposes of Title III, how does your state identify "LEP students"?
_____ *[If assessment results are included, obtain details of assessment—ask if assessment is the same as is used for accountability]*

- 5a. Probe for details about the use of home language survey, including what the questions are, whether districts can make changes, etc. Also, if an assessment is used, probe for the name of the screener assessment and criteria. *[Obtain documentation of identification procedure wherever possible.]*

5b. Are these criteria you use for other programs, including for Title I and to determine who receives services at the district and school level?

6. What criteria does your state use for the placement of LEP students into the LIEP programs offered in your state? _____ *[If assessment results are used, obtain details of assessment—ask if assessment is the same as is used for accountability. If state has different processes for different types of programs, obtain details on those processes.]*

Next, I'd like to ask you some questions about how LEP students exit LIEP programs and services.

7. What criteria does your state use for determining the exit of LEP students from LIEP programs? _____ *[If assessment results are included, obtain details of assessment—ask if assessment is the same as is used for accountability; also, obtain documentation of exit criteria if possible.]*

8. How does your state determine when an LEP student has exited the LEP subgroup for Title III purposes (been reclassified)? _____

8a. Is that the same exit criteria used for Title I accountability?

No → How are the criteria different? _____

Yes

9. Are criteria about identification, placement, reclassification, and exit of LEP students from LEP services determined at the state level or district level?

State Level Only

District Level Only

Other *[Please describe]* _____

9a. How much discretion is there at the district or local level for the identification, placement, reclassification, and exit of individual students? *[Only ask 9a for clarity if not ascertained from previous questions.]*

10. Is there a process for ensuring the ELP standards are reflected in the state ELP assessment?

No

Yes → Please describe _____

10a. Has your state aligned your ELP standards with your ELP assessment?
(2.2.1)

No → When does your state hope to undertake the alignment process?

Yes → Can you briefly describe the alignment process, including who was involved? _____

• Did you use an outside contractor to do the alignment?

No

Yes → Did you make any changes/adjustments to the alignment report completed by the contractor? [Y/N]

11. Can you describe for me how the results of the ELP assessment (used for accountability) are used at the state level? _____

The next several questions will be about accountability and AMAOs.

12. For what school year were your **current** (2009–10) AMAOs first put into place?
_____ (3.1.1.4)

13. Please describe the development of your state's current AMAOs. *[Capture open-ended data but probe for sub-items if not mentioned]* _____

13a. What goals and contextual factors did you consider when setting your state's current AMAOs? _____

13b. What kind of data did you use to develop them? *[If assessment data was used, proceed with 12b1 and 12b2]* _____

12b1. What is the name of the assessment? _____

12b2. Which years of assessment data were used to set the targets? _____
[Do not spend a lot of time probing for every detail; consider asking about how many years instead of which specific years.]

13c. Do your current AMAOs take into account the amount of time students have had access to LIEPs?

No

Yes → Describe how that element is included. _____

• Is this a change from past policy? _____

13d. Do you believe the targets that were set for your current AMAOs are goals that are realistically attainable/reachable?

No → Why not? _____

Yes → Why? _____

13e. Do you believe the targets are set in a way that challenges/motivates the subgrantees to improve their practices?

No → Why not? _____

Yes → Why? _____

14. Can you briefly describe the changes (and the reasons for the changes) in your AMAOs from 2002–03 to now? _____

15. Does your state apply a minimum subgroup size (n-size) to AMAO determinations?

- No
- Yes→What is that number? _____ Is this the same n-size used for Title I accountability? _____

15a. When did the state notify districts of performance relative to AMAOs under Title III based on the last school year (2008–2009)? *(if they haven't yet, when do they plan to?)* _____

16. Does your state fund any consortia of subgrantees [for districts with too few LEP students to qualify individually]?

No → Is there a specific reason as to why not? _____

Yes→

- How many districts are in consortia (out of how many subgrantees total)? _____ How many subgrantees are consortia? _____
- What criteria are used to determine if districts can form consortia?

- How are districts in consortia treated when it comes to AMAO determinations and accountability actions? (Are they lumped together or separated? Does this differ for each of the 3 AMAOs?)

- What are rules on dissolving consortia and re-forming consortia with different districts in various years? _____

17. How is your state responding to the Notice of Interpretations released in fall 2008?

SUPPORT

I'd like to talk about other consequences or state actions for districts that do not meet their AMAOs for 2 consecutive years or more under NCLB. Does your state have any districts/subgrantees in that situation? *(If they have none in this situation, we want to know why not [all made it or recent AMAO change], if they have a plan, and what's on the plan.)*

18. If I were a superintendent in a district that did not meet the state's AMAOs for 2 consecutive years or more, what actions or requirements should I expect from the state? *[Capture open-ended data but listen for the following responses—probe on first 3 if necessary, especially TA]*

- Be required to write an improvement plan
- Receive technical assistance**→ *ask item 21*
- Be required to develop professional development strategy in collaboration with SEA
- Be required to implement specific programmatic interventions (e.g., new curriculum, new language instruction educational program)
- Discontinuation of Title III funding
- Replacement of educational personnel
- Other (e.g., improvement grants) *[Please describe]* _____

PROBE: Are these actions ONLY for districts not meeting AMAOs or part of activities done with other districts across the state? _____

19. How do you decide which actions to apply to these districts? *[Capture open-ended data, but listen to whether or not a plan exists, if a needs assessment is done, or if it's reactive]*

20. Does your state have any subgrantees that have missed their AMAOs for 4 or more consecutive years? *[If yes, continue with question—if no, ask why not (recent AMAO change or they've made it) if they have a plan in place, and if so, have them describe the plan]*

20a. Do the actions taken with subgrantees missing AMAOs for 4 consecutive years differ from what you just described for those missing for 2 years? *(please describe differences)* _____

21. *[Skip if technical assistance not mentioned in 18]* Earlier you mentioned technical assistance as one of the actions the state provides districts not meeting their AMAOs. Can you describe the state-supported technical assistance provided to districts in this situation? We're looking specifically at who received the assistance and what the focus was, and there's a certain type of technical assistance we're asking about. When I say technical assistance, I mean any assistance provided to district or school staff (both administrators and teachers) to help them implement Title III and any of the LEP student requirements outlined in NCLB. For this part of the interview, I don't want you to include assistance that focus directly on improving teachers' knowledge, skills, and instructional practices in the core content areas—in other words, interventions that we usually think of as professional development for teachers. That assistance will be addressed later in the interview. *[Capture open-ended data. Code for the following variables and probe if necessary.]* _____

21a. Recipients *[Lower priority]*

- District administrators
 - School administrators
 - Teachers *(make sure it's TA only and not PD)*
 - Other (paraprofessionals, community, parents, etc.) *[Please describe]*
-

21b. Focus

- Needs assessment
- Assessment issues
- Data (use/collection)
- NCLB requirements
- Placement/reclassification of LEP students
- Curricular or instructional practices
- Other *[Please describe]* _____

22. Broadly speaking, does the state provide technical assistance to all subgrantees, regardless of AMAO status? If so, how might that be different from what is provided to those missing their AMAOs? _____

23. Do you differentiate your support for:

23a. districts that miss their AMAOs for two versus four consecutive years

- No
- Yes → How do you differentiate? _____

23b. based on which AMAOs were missed *[1 and 2, vs. 3, for example]*

- No
- Yes → How do you differentiate? _____

23c. based on Title I accountability status (probe about specific requirements or supports for districts that have both missed AMAOs and been identified for improvement under Title I)

- No
- Yes → How do you differentiate? _____

23d. based on other district characteristics?

- No
- Yes → How do you differentiate? _____

24. Do you have specific requirements for or provide specific kinds of supports for districts that have both missed their AMAOs and that have been identified for improvement under Title I? *[Lower priority.]*

- No
- Yes → What are the plans? _____

STATE SUPPORT INFRASTRUCTURE

Now I'd like to talk a bit about how the SEA organizes its work with respect to Title III and LEP issues.

25. How many FTEs do you have at the state level working with Title III? _____

25a. How many people fill these FTEs? _____

25b. Do you work only on Title III or do you also work in other programs or areas? _____

26. Could you tell me a bit about *your* position and responsibilities at the SEA as Title III director?

26a. To whom do you report (what division)? _____

26b. What are your specific responsibilities with respect to Title III? _____

25b1. Are you responsible for calculating and tracking AMAOs or is that done elsewhere in the department? *[Lower priority.]* _____

27. Are there staff in other SEA units who have some responsibility for LEP issues?

No

Yes → Please describe _____

- Do you coordinate your work with any of these staff or do any of them work directly on title III? _____

28. Has the SEA structure changed recently or has it been this way for quite a while? (For approximately how long has it been this way?) *[If it has changed, probe about reasons for change. Obtain organizational chart for SEA if possible.]*

29. Please describe any coordination between the Title III and Title I offices.

29a. If you coordinate, on what items do you work together?

30. How has your state implemented the supplement not supplant provision of Title III?

30a. What guidance have you provided to districts on this issue?

30b. Has your state encountered any challenges in implementing this provision?

No

Yes *[Please describe]* _____

Now I'd like to ask a few questions about your state data system. *[If running low on time, ask if they would prefer for the questions concerning their state data system be sent in a follow-up email.]*

31. Do you have a single data system at the state level holding all information on each student or is there a separate data system maintained for items specific to LEP students?

Single system

Multiple systems → Please describe the various systems and how they are used _____

32. Does your state data system have the ability to link different types of assessment results, for example, ELP assessment results of a student to math content test results?

No

Yes

33. Can the state data system disaggregate achievement data by level of language proficiency?

No

Yes

34. Can your state data system track former LEP students for more than 2 years after exiting programs?

No

Yes

35. Can your state data system link data on teachers and their students?

No

Yes

36. Does your state data system identify Students with Interrupted Formal Education (SIFE)?

No

Yes → How does your state define Students with Interrupted Formal Education? _____

37. Does your state data system include information on the number of years LEP students have received English language services (Years in Program)? *[We already ask the state whether it factors years in program into its AMAOs, so that response should hint at the answer to this question.]* _____

-
38. Does your state data system include information about LEP students' proficiency in their native language?
- No
 - Yes → How do you determine that information? _____
39. What are the primary purposes for which the state uses LEP-related data contained in the state data system? _____
40. Who has access to the information in the state data system?
- State officials only
 - District officials
 - Teachers
 - Others → Please describe the sharing arrangement _____
41. How can *[above mentioned individuals]* access the data system?
- Online access
 - Request report from the state
 - Other → Please describe the sharing arrangement _____
42. Does your state disaggregate Title III-funded LEP students from all LEP students in the state?
- No
 - Yes

TEACHER QUALITY

I'd like to switch gears a bit to the topic of teacher quality. We asked several questions about teacher quality on the Data Confirmation Document but we have two additional items we'd like to ask.

43. Do you conduct any systematic analyses of teachers of LEP students?
- No
 - Yes *[Please describe]* _____
44. Does your state have any state policies and/or initiatives to ensure general education/mainstream classroom teachers receive professional development on LEP student issues?
- Yes—state policies only → *[Please describe]* _____
 - Yes—initiatives only → *[Please describe]* _____
 - Yes—initiatives and state policies → *[Please describe]* _____

CONCLUSION

Considering all we've talked about so far, I have a few concluding questions to ask.

-
45. To what extent do you believe you have appropriate resources to support Title III activities in the state? (*financial, political, staffing, expertise*)
- No → Why not? _____
 - Yes → Why? _____
46. Is there anything you've found to be particularly helpful in implementing Title III in your state?
47. Is there anything you've found to be particularly challenging in implementing Title III in your state?
48. Is there anything you've found to be especially helpful or challenging in addressing the needs of ELL issues in your state?
49. I know I've asked you a lot of questions. Is there anything else you'd like to add?

State Title III Director Data Confirmation Document

Instructions: Please read through the following items carefully to confirm the data we have collected for your state from various sources. If all of the data are correct and complete, no further action is needed. **If any item is not correct, please cross out the pre-filled information and provide the correct response along with any explanation you feel is necessary.** If any items are blank or incomplete, please fill in a response. You may choose to mail, fax, or email any corrections or additions you may have.

If we do not hear from you, we will assume the data to be accurate, and it will be used in analyses for this study.

We appreciate the time you take to review the data for accuracy. If you have any questions or comments, please do not hesitate to contact us using the information at the end of this document. Thank you.

ELP Standards

1. ELP standards currently being used in your state (2009–10) were developed in the following manner: [pre-fill information if available]
2. First year your current ELP standards (2009–10) were implemented: [pre-fill information if available]

ELP Assessments

3. ELP assessment(s) being used for NCLB accountability purposes in your state for 2009–10: [pre-fill information if available]
4. First year your current (2009–10) state English language proficiency assessment(s) was/were implemented? [pre-fill information if available]

Annual Measureable Achievement Objectives (AMAOs)

[Note: Please feel free to send AMAO information as an attachment if necessary.]

- 4a. Does the following accurately reflect your current target(s) and definition of AMAO1—making progress in learning English? [pre-fill information if available]
- 4b. Does the following accurately reflect your current target(s) and definition of AMAO2—attaining English proficiency? [pre-fill information if available]
- 4c. Does the following accurately reflect your current definition of AMAO3—adequately yearly progress for the limited English proficient subgroup under Title I ? [pre-fill information if available]

Title III Subgrantees

5. Number of subgrantees in your state for the 2008–09 school year: [pre-fill information if available]
6. Number of subgrantees in your state that missed their AMAOs for 2008–09: [pre-fill information if available]
7. Number of subgrantees in your state that have missed their AMAOs for 2 consecutive years (as of the 2008–09 school year): [pre-fill information if available]
8. Number of subgrantees in your state that have missed their AMAOs for 4 consecutive years (as of the 2008–09 school year): [pre-fill information if available]

State Data System

9. Your state data system has a unique student identifier (yes/no): [yes/no]
10. Your state data system has a unique teacher identifier (yes/no): [yes/no]

Highly Qualified Teacher Status and Professional Development

11. NCLB highly qualified teacher requirements currently apply to ESL and/or bilingual programs in your state (all, some, none): [all/some/none]
12. Your state considers ESL/ESOL to be a core academic subject, to which NCLB's highly qualified teacher requirements apply: [pre-fill information if available]
13. Incentives offered by your state to highly qualified teachers to teach in schools or classrooms serving large proportions or numbers of LEP students at any point since the passage of NCLB: [pre-fill information if available]
14. Specific training requirements by your state for teachers of LEP students (general education or LIEP): [pre-fill information if available]

Teacher Fluency

15. Teachers in your state demonstrate English language fluency through the following method(s): [pre-fill information if available]
16. Teachers in your state demonstrate fluency in languages other than English through the following method(s): [pre-fill information if available]

17. Teacher language fluency requirements are determined/specified at the following level (district or state):

```
fill information if available
```

Use of Student’s Native Language for Instruction

18. Does your state have a policy on use of a student’s native language for instruction (e.g., bilingual education)?:

```
yes/no
```

18a. If yes, please describe the policy.

```
fill information if available
```

****** Please email, fax, or mail your completed responses to: ******

[insert name]
American Institutes for Research
1000 Thomas Jefferson St., NW
Washington, DC 20007

Email: *[insert email]*
Phone: *[insert number]*
Fax: *[insert number]*

The National Evaluation of Title III Implementation is funded by the Policy and Program Studies Service (PPSS) of the US Department of Education and conducted by the American Institutes for Research (AIR) with its partners the Windwalker Corporation and edCount, LLC. The valid OMB control number of this information collection is 1875-0254.

**The National Evaluation of Title III Implementation
District ELL Coordinator Interview Protocol**

State:

District:

Respondent's name and title:

Date of Interview:

Interviewer:

Note-taker:

Introductory Script for District ELL Coordinator Interview: Thanks again for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

As you probably know, I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting an evaluation of Title III implementation for the US Department of Education.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. We will not use your name, or your district's name, and will not attribute any quotes. We also will not share what you and I discuss with other people in this district. Our study will identify the states that we visit, but will not disclose the names of the districts in each state.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

If you don't mind, I would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording, it would just be for my own reference. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

I have several main areas that I would like to discuss with you today. I'll be talking to you about issues related to the instruction, curriculum, and assessment of English language learners, as well as teacher quality and professional development.

Do you have any questions before we begin?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Interview of ELL Coordinator Background

- 1. I'd like to start by talking a bit about your background, especially as it relates to the instruction and assessment of English language learners. Can you briefly describe your background and your role in the district?**

Probe, if necessary:

- How many years have you been involved with this school district?
- Have you ever been in a district with a sizeable ELL population? Probe for capacity to fulfill this role, training received, support provided, constraints, how many others share similar responsibilities, what other responsibilities s/he has, etc.
- How did you come to be involved in school administration?

- 2. Next, can you tell me a bit about the district context? How would you describe the ELL student population in your district? How would you describe the rest of the student population?**

Probe for:

- Background on district, including size and nature of ELL population
- Description of any unique contextual factors that are noteworthy with regard to ELL practices, such as participation in a consortia of districts for Title III purposes
- Size and nature of ELL population (including language backgrounds and levels, levels of prior education)
- Significant subpopulations of ELLs and their characteristics (such as Students with Interrupted Formal Education, long term ELLs, refugee groups, migrant students, undocumented students, etc.)

Listen for:

- Ways in which ELLs are distributed across the district (i.e., do they tend to be grouped in certain areas and schools? or spread throughout the district?)

Instruction of ELLs

3. **What do you see as the primary strengths that ELL students bring to the instructional environment in this district? What do you see as the primary needs of ELL students in this district? How are those needs addressed?**
4. **Does the district have specific priorities and principles that guide the work with ELL students in the district? If so, what are they? If not, what does guide this work?**

Probe for:

- How does the ELL instruction fit into the larger vision for instruction in the district?
- How do the priorities/goals play out at elementary and secondary levels?
- What is the role of the native language in instruction for ELLs?

Listen for:

- Use of state standards (content and ELP)

5. **What are the main instructional programs and supports in place for ELLs in the district? Please describe any specialized classes, programs and/or instructional supports available for ELLs.** (This could include bilingual program, ESL classes, sheltered content classes, newcomer classes, individual tutors, bilingual aides, academic counselors, etc.)

Probe for:

- Describe each individually: What is the focus? Who provides the instruction? Which students participate? How long have these programs been in place? What is their perceived effectiveness? How do you know if they are effective?
- Use of native language in classes with ELL students
- Differences in programming at the elementary and secondary levels
- For elementary schools, probe for whether there is a designated ELD time during the school day and a description of what takes place during that time.
- Programs that target specific subpopulations of ELLs (such as newcomers)
- Specific interventions that may be available to ELLs who are struggling beyond what is in the classroom (such as, Response to Intervention or RtI)
- Perceived effectiveness of programs: Have you found these program types to be effective? How do you know whether they are effective?

Listen for:

- Use of state standards (content and ELP)

6. How are the needs of individual ELLs met in the context of content area classes? In other words, how is the content made accessible for ELLs? Particularly for ELLs who are struggling?

Probe for:

- Ways in which instruction is individualized for needs of individual ELLs in content classes
- Use of academic language in instruction
- Ways in which ELD instruction is incorporated in content area instruction

Listen for:

- Use of state standards (content and ELP)

7. If not previously mentioned: To what extent do you think that teachers are generally familiar with the state ELP standards? How useful do you think the standards are for teachers and how are they used?

Listen for:

- Extent to which (and ways in which) ELL instruction incorporates/addresses state ELP standards and content standards
- How teachers learned about the ELP standards and how they access them. (For example, are they sitting in a binder on the shelf? On the internet? Etc.?)
- Academic achievement

Placement of ELLs into LIEP programs

8. If not already answered by Assessment Director: How are students initially identified as ELL? And how is re-designation determined?

Probe for:

- Measures used, such as state ELP test, district assessments, teacher recommendation, and other measures.

-
9. *If not already discussed in Question 5 above:* **With regard to the ELL programs and support you just mentioned, how is a student’s placement into those programs and supports determined? How is exit from them determined?** (2.1.3) (3.2.3.5) (3.2.3.6)

Probe for:

- Number/percentage of students participating in ELL programs and supports
- How long do ELLs tend stay in various program types? (For example, in the case of a bilingual program, do they stay in it? or transition out to English only?)
- Perceived effective of placement procedures

10. **How did your district come to decide on these particular programs for ELLs? What is the reasoning behind placing students into one program type versus another? Under what circumstances do students transition from one program type to another?** (Use the names of the actual programs types present in the district when asking this question.)

Probe for:

- How do you know that these programs are the best placements for student?
- Do you have the data you need to effectively identify, place and exit ELLs?

Listen for:

- Extent to which research and/or data drives these decisions. (For example, does the district rely on literature in the field? District data on how students progress in various programs? Other sources?)
- Factors the district uses to identify, place, and exit ELLs (as indicated on their district survey)

11. **Do you face any challenges or constraints in appropriately placing and transitioning ELLs into programs? If so, what issues do you face? How are those issues resolved?**

Probe for:

- Challenges faced at the elementary level, such as transition from bilingual instruction to English only programs, etc.
- Challenges faced at the secondary level, such as graduation requirements, access to core curriculum and college prep courses, etc.

Curriculum and Materials

Next, I'd like to know more about the curriculum, texts and materials used for ELL instruction (in mainstream and ELD classes).

12. What are the district expectations regarding the use of curriculum, texts and materials in the instruction of English language learners (in mainstream and ELD classes)? Is there a district-wide curriculum for ELD instruction? If so, is it mandated? How was it selected?

Probe for:

- Factors considered in the selection of curriculum and materials for ELL instruction

Listen for:

- Use of state standards (content and ELP) in decision making—including ways in which state standards influence text selection, curriculum development, formal and informal assessments, etc.

Assessment

13. If not already answered by Assessment Director: Aside from the state ELP test, how is the progress of ELL students assessed? Are there additional measures your district has adopted?

Probe, if necessary:

- How frequently are these measures administered? Do teachers develop their own measures of English proficiency?
- Are there instructional tools that are used to measure progress more frequently than the annual state test?
- What does the district do with the data collected through these assessments?

Listen for:

- Use of state ELP standards and content standards in development of formal and informal assessments
- How data is used to drive instruction

ELLs with Special Needs

14. If not already answered by Assessment Director: How are ELLs identified for participation in special education? What services do they receive?

Title III Accountability

[Note: The questions below will also be asked of the Assessment Director and can be scaled back according to what has been learned from that interview.]

Under NCLB, there has been a new emphasis on accountability for English language learners, and I'm interested to talk with you about how Title III access and accountability have played out in your district.

15. I'd like to ask you specifically how your ELL students are doing with regard to targets associated with NCLB. First, has your district met AYP for the ELL subgroup? Have there been any specific steps you've taken to address your AYP status?

Listen for:

- Any changes in ELL practices over time associated with AYP status
- Have ELL special education students received equal services

16. Next, let's talk about your targets for English Learners under Title III—that is, the Annual Measurable Achievement Objectives, or AMAOs. Can you tell me about the three AMAO targets your district needs to meet this year? (3.1.1.2) (3.1.1.3) (3.2.1.1)

Probe for:

- How are each of the AMAO targets defined
- Do these targets seem appropriate for your district—that is, are they too rigorous, or within reach?
- Do you feel that stakeholders in your district have adequate understanding of the Title III AMAOs?

Listen for:

- Awareness and level of understanding of the targets
- Distinctions between AMAO 1, 2, and 3

17. How is your district doing in terms of meeting AMAO targets? Which targets have you met or missed, and for how long?

18. If targets have been missed: Has your district experienced any consequences as a result of missing AMAO targets? If so, what are they?

Resources

19. What resources can you draw on—whether financial resources, colleagues with specialized expertise, regional assistance centers, etc.—to provide support for Title III priorities?

Probe for:

- Kinds of resources district has available for this work—both Title III and others—and how they use these resources. (Think of resources broadly)
- How district uses Title III money
- Use of Title I funds; how Title I and Title III funds are coordinated
- Salience of Title III; what is the value added of Title III?
- Any challenges encountered with respect to “supplement not supplant” provisions in Title I or Title III?

Teacher Quality

Next, I'd like to know more about the teachers in your district, the extent to which you believe they are prepared to teach ELLs, the ways in which they are distributed in schools across the district, and how your district goes about recruiting and retaining the teachers you need.

20. First, to what extent do you feel teachers have the skills and knowledge needed to successfully teach the ELL students in this district? Where are they strong? In what areas do they need to improve?

Probe for:

- Extent to which district has a pool of qualified teachers
- Any differences at the elementary and secondary levels
- Any differences between capacity of content teachers and ELL teachers
- Any changes in teacher capacity over time

21. How do you ensure that ELL students are taught by teachers who are knowledgeable about both content and ESL instruction? How are those teachers who are best able to address the needs of ELL students distributed across schools in the district? (4.5.2) (4.5.4)

Probe for:

- Distribution of HQTs in classes with the most ELLs
- How teachers are assigned to classes with ELL students (and to LIEP programs)
- Are there incentives (or disincentives) for qualified teachers to teach certain classes?

-
- Any policies or practices for assigning teachers to schools (particularly schools with large numbers of ELLs)
 - Extent to which stronger teachers are in schools with largest numbers of ELLs

22. How does your district go about recruiting and retaining teachers who are knowledgeable in the content area and English language instruction? *(if it is possible to talk with an HR person in the district, these questions should be asked of that person in depth)*

Probe for:

- Extent to which the district pays attention to ELL qualifications in recruiting teachers
- Challenges associated with recruiting teachers with the needed skills and how addressed

23. How do teachers in your district demonstrate their fluency in English? Do any teachers in your district provide instruction in languages other than English? If so, how do teachers demonstrate fluency in languages other than English?

Listen for:

- Awareness of Title III or state teacher fluency requirements
- Challenges associated with implementing teacher fluency requirements

Professional Learning

24. Now I'd like to ask you about the professional learning that teachers engage in. *(If we are able to talk to a PD person in the district, these questions should be asked of that person in depth.)* **What are the main types of professional learning available for teachers in your district, specifically focused on issues related to ELL students? What is the district's role in providing these opportunities?**

Probe for:

- A description of PL related to ELLs: What is the focus (and how it relates to the priorities expressed earlier)? Who provides? Intensity? Perceived effectiveness? What has been the impact on instruction? What has been the impact on academic achievement? Etc.?
- Who determines the content and which teachers should attend
- Differences at the elementary and secondary levels
- Differences in what is provided for ELD teachers vs. content area teachers
- Is any PD mandatory? Are there incentives to participate in PD?

Listen for:

- Use of state standards
- Any assistance that is provided by state

25. What kinds of professional learning do principals and administrators engage in regarding ELL instruction in the content areas?

Listen for:

- Support provided by district, any assistance provided by state
- Use of state standards

26. As a district leader, where do you turn for assistance on ELL issues or to build your own professional knowledge in this area?

Parent support

27. Are there any district-wide programs or supports targeted for parents of ELL students? Please describe.

Probe for:

- Which parents are targeted for these programs, who provides the support, the focus, etc.
 - Elementary
 - Secondary
- To what extent do ELL parents access them? In what ways do they benefit parents of ELLs?
- If there are other programs or supports for parents, how do ELL parents benefit from those?

Concluding Questions

28. Taking into account everything we've discussed, what are your thoughts on the progress of ELL students in your district?

29. Wrapping up, could you describe any challenges associated with Title III implementation that we haven't already discussed?

Also probe for:

- Unique contextual issues
- Capacity challenges/strengths (LEA level)
- Instructional challenges/strengths

30. Are there any highlights associated with the instruction of ELL students that you did not previously mention? Anything I should have asked you, but didn't?

**The National Evaluation of Title III Implementation
Director of Curriculum and Instruction Interview Protocol**

State:

District:

Respondent's name and title:

Date of Interview:

Interviewer:

Note-taker:

Introductory Script for Director of Curriculum and Instruction Interview: Thanks again for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me.

As you probably know, I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting an evaluation of Title III implementation for the US Department of Education.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. We will not use your name, or your district's name, and will not attribute any quotes. We also will not share what you and I discuss with other people in this district. Our study will identify the states that we visit, but will not disclose the names of the districts in each state.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

If you don't mind, I would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording, it would just be for my own reference. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

During our conversation, I'll primarily be asking you about your vision for instruction in the district, instructional practices, professional learning, and utilization of resources, with an orientation toward how those areas relate to the needs of English language learners.

Do you have any questions before we begin?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Interview of District Director of Curriculum and Instruction Background

1. I'd like to start by talking a bit about your background and your role in the district. Can you tell me about your primary responsibilities?

Probe, if necessary:

- How many years have you been involved with this school district?
- How did you come to be involved in school administration?
- To what extent does your role include consideration of ELL issues?
- Have you ever been in a district with a sizeable ELL population? What background do you bring in the use of ELL practices?

2. Next, can you tell me a bit about the district context? How would you describe your district to a visitor?

- Background on district, including SES levels
- Are there unique contextual factors we should know about—whether related to leadership, teaching force, recent reform issues, or ELL challenges?

3. In particular, how would you describe the ELL student population in your district?

- Size and nature of ELL population (including language backgrounds and levels, levels of prior education), significant subpopulations of ELLs and their characteristics
- Ways in which ELLs are distributed across the district (i.e., do they tend to be grouped in certain areas and schools? or spread throughout the district?)
- Description of any unique contextual factors that are noteworthy with regard to ELL practices, such as participation in a consortia of districts for Title III purposes

District instructional context

4. What are some of the main priorities and goals that guide instruction in this district? Are there specific priorities and goals for ELL students?

Listen for:

- Use of a mandated/ intended curriculum for some subjects (such as Open Court)
- How goals/priorities play out at elementary and secondary levels
- How goals/priorities play out with regard to ELL students
- Use of state standards (content and ELP)

5. I'd like to know more about the curriculum used in your district's schools. Is there a district-wide curriculum in place for reading or mathematics? How or why was it selected? In what ways is it effective (or not) for the ELL students in your district?

Listen for:

- Extent to which ELL needs were considered in selection of curriculum
- Role of state in curriculum selection, extent to which the district has autonomy
- Differences at the elementary and secondary levels
- Use of state standards in decision making—including ways in which state standards influence text selection, curriculum development, formal and informal assessments, etc.

6. What do you see as the primary strengths that ELL students bring to the instructional environment in this district? What do you see as the primary needs of the ELL students in this district?

Listen for:

- The extent to which ELL needs are perceived as different from those of the general population.
- The extent to which the interviewee articulates distinct needs among the ELL population
- The extent to which ELL needs are addressed within the general population.

7. What are some of the key strategies for addressing ELL needs in your district?

Probe as necessary:

- Role of respondent in carrying out ELL strategies and practices
- How the specific needs of ELLs who are struggling are addressed (e.g., Response to Intervention or RtI)
- Ways in which instruction is differentiated for needs of individual ELLs in content classes (probe for academic language)
- Use of native language in classes with ELL students
- Ways in which ELD instruction is incorporated in content area instruction
- How this plays out at elementary and secondary levels
- Specific needs of significant subpopulations of ELLs that may have been identified and how those are addressed.
- Use of state standards (content and ELP)

8. How are your district's ELL students doing academically? How do you know? How do you use the information you get?

Probe for:

- How the information is used to shape professional development and drive instruction
- Ways in which assessment data is used to inform decisions regarding curriculum and instruction for ELLs
- Ways in which various types of assessment data are used, such as ELP assessments, content area assessments, district assessments, periodic assessments, etc.
- Any changes over time in types of data tracked and how used

Teacher Quality

9. Next, I'd like to ask you to describe the teaching force in this district. To what extent do you feel teachers are prepared to meet the needs of students in this district? To what extent do you feel teachers have the skills and knowledge needed to teach ELL students?

Listen for:

- Capacity of content teachers and ELL teachers
- Any changes in teacher capacity over time
- Differences at the elementary and secondary levels

10. How are those teachers who are best able to address the needs of ELL students distributed across the schools in this district? Are there any policies or practices for assigning those teachers to particular schools?

Listen for:

- Extent to which stronger teachers are in the schools with the largest numbers of ELLs

11. How does your district go about recruiting and retaining teachers who are knowledgeable both in their content area and in English language instruction? Are there any challenges you face in recruiting and retaining the teachers you need?

Listen for:

- Differences at the elementary and secondary levels
- Extent to which ELL qualifications are a factor in recruiting content area teachers and which ELL qualifications are considered

-
- Challenges associated with recruiting teachers with appropriate skills for teaching ELL students and how addressed
 - Challenges associated with recruiting and retaining teachers, such as competition from a neighboring district, etc.

12. How do teachers in your district demonstrate their fluency in English? Do any teachers in your district provide instruction in languages other than English? If so, how do teachers demonstrate fluency in languages other than English?

Listen for:

- Awareness of Title III or state teacher fluency requirements
- Challenges associated with implementing teacher fluency requirements

Professional Learning

13. Now I'd like to ask you about the professional learning that teachers engage in. (If we are able to talk to a PD person in the district, these questions should be asked of that person in depth.) What are the primary types of professional learning available to teachers in your district? Are there any opportunities specifically related to instruction for ELL students? What are they? What is the district's role in providing these opportunities?

Probe for:

- A complete description of each type: What is the focus (and how it relates to the priorities expressed earlier)? Who provides? Intensity? Perceived effectiveness? What has been the impact on instruction? What has been the impact on academic achievement? Etc.?
- Who determines the content, and who determines which teachers should attend
- Differences at the elementary and secondary levels
- Differences in what is provided for ELD teachers vs. content area teachers
- Is any PD mandatory? Are there incentives to participate in PD?

Listen for:

- Use of state standards
- Any assistance that is provided by state

14. What kinds of professional learning do principals and administrators engage in regarding instruction for ELL students?

Listen for:

- Support provided by district, any assistance provided by state
- Use of state standards

15. As a district leader, where do you turn for assistance on ELL issues or to build your own professional knowledge in this area?

Resources

16. Next, I'd like to get a sense of the kinds of resources you draw on in addressing the needs of the ELL students in your district. How does your district use its Title III funds? What other financial resources do you access to support ELL practices? What other kinds of resources do you use?

Probe for:

- How Title III funds are used
- Use of Title I funds; how Title I and Title III funds are coordinated
- How resources from multiple sources are utilized to support ELLs
- Salience of Title III; what is the value added of Title III?
- How money is used to support academic achievement as well as language proficiency and its impact
- Any challenges encountered with respect to “supplement not supplant” provisions in Title I or Title III?

17. Are there resources (financial, human, or other) you feel you need in order to fully address ELL needs in this district, but are lacking? If so, what are they?

Parent Support

18. Are there any district-wide programs or supports available for parents? Can you describe these?

Probe for:

- Which parents are targeted for these programs, who provides the support, the focus, etc.
 - Elementary parents
 - Secondary parents
- In what ways do they benefit parents of ELLs in particular?

Concluding Questions

19. Are there any gaps in what you see that ELLs need and what you are able to provide in the district? What challenges and constraints do you face in providing what's needed?

Listen for:

- Any changes over time in how the district has been able to address ELL needs?

20. Wrapping up, are there any highlights that you did not previously mention? Anything I should have asked you, but didn't?

**The National Evaluation of Title III Implementation
District Assessment Director Interview Protocol**

State:

District:

Respondent's name and title:

Date of Interview:

Interviewer:

Note-taker:

Introductory Script for District Assessment Director Interview: Thanks again for taking the time to speak with me this morning/afternoon. Before we start, I'd like to provide a little background on our work, and answer any questions you might have for me. As you probably know, I work for an independent non-profit research organization called the American Institutes for Research, and we are conducting an evaluation of Title III implementation for the US Department of Education.

I want to assure you that all information obtained today will be kept confidential and will only be used for the purposes of this study. We will not use your name, or your district's name, and will not attribute any quotes. We also will not share what you and I discuss with other people in this district. Our study will identify the states that we visit, but will not disclose the names of the districts in each state.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

If you don't mind, I would like to record this interview simply for note-taking purposes. No one outside of our research team would hear the recording, it would just be for my own reference. If you would like me to turn off the recorder at any point, just let me know. Would that be OK?

I have three main areas that I would like to discuss with you today. I'll be talking to you about issues related to assessment of English Learners, Title III accountability, and improvement strategies to support English Learners.

Do you have any questions before we begin?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Interview of District Assessment Director Background

- 1. I'd like to start by talking a bit about your background and your role in the district. Can you briefly describe your background, especially as it relates to assessment and English language learners? Can you tell me about your primary responsibilities?**

Probe, if necessary:

- How did you come to be involved in school administration?
- How many years have you been involved with this school district?
- Have you ever been in a district with a sizeable ELL population?
- Probe for capacity to fulfill this role, training received, support provided, constraints, how many others share similar responsibilities, what other responsibilities s/he has

District Policies regarding ELLs

Next, I am interested in learning more about some of your district policies that pertain to students who are English language learners.

- 2. How are students initially identified as ELL? And how is re-designation determined?**

Probe for:

- Measures used, such as state ELP test, district assessments, teacher recommendation, and other measures.

- 3. With regard to placement in LIEP programs—how is a student's placement determined for participation in programs and supports available for ELLs in the district? How is exit from them determined?**

Probe for:

- About how many ELL students are participating in LIEP programs in your district? How long do they tend stay in various program types? (for example, in the case of a bilingual program, do they stay in it? or transition out to English only?)
- How do ELL students transition from one program type to another?
- Perceived effective of placement procedures

- 4. How are ELLs identified for participation in special education? What services do they receive?**

Assessment of ELL Students

5. *I know that your state uses _____ as the test of English language proficiency. How does your district use the information you get from that test?*

Probe for:

- Kinds of analyses the district conducts with the results and how used

6. **In addition to this test, are there any other measures your district uses for assessing the progress of ELLs? What are they? How does your district use the information you get from these measures?**

Probe for:

- How frequently are these other assessments administered? Do teachers develop their own measures of English proficiency?
- Are there instructional tools that are used to measure progress more frequently than the annual state test?
- How is data collected, shared, and used to drive instruction?

Listen for:

- Use of state ELP standards and content standards in development of formal and informal assessments

Title III Accountability

As you may be aware, under NCLB, there has been a new emphasis on accountability for English language learners, and I'm interested to talk with you about how Title III accountability has played out in your district.

7. **I'd like to ask you specifically how your ELL students are doing with regard to targets associated with NCLB. First, has your district met AYP for the ELL subgroup? Have there been any specific steps you've taken to address your AYP status?**

Listen for:

- Any changes in ELL practices over time associated with AYP status

8. **Next, let's talk about your targets for English Learners under Title III—that is, the Annual Measurable Achievement Objectives, or AMAOs. Can you tell me about the three AMAO targets your district needs to meet this year?**

Probe for:

- How are each of the AMAO targets defined
- Do these targets seem appropriate for your district—that is, are they too rigorous, or within reach?

-
- Do you feel that stakeholders in your district have adequate understanding of the Title III AMAOs?

Listen for:

- Awareness and level of understanding of the targets
- Distinctions between AMAO 1, 2, and 3

9. How is your district doing in terms of meeting AMAO targets? Which targets have you met or missed, and for how long?

10. If the district has missed AMAOs for at least two years: I'd like to know more about what happens if you don't meet your AMAO targets. So after you missed AMAOs for [2 or 4] years, what was the first consequence—did you work with the state to develop an improvement plan?

Probe for:

- Who determines these consequences (that is, which stakeholders are involved at the district level, how much does the state intervene?)
- How did your Title III improvement efforts overlap with Title I consequences?

11. If the district has missed AMAOs for at least two years: What actions, specifically, did your district implement as a result of missing Title III AMAOs?

Probe for:

- Specific actions that have been taken in this district related to accountability (i.e., which of the measures have actually been implemented and what evidence we might see of that)

12. If you compare Title III accountability to Title I, which do you think is more meaningful (or salient) for stakeholders in your district? In other words, which system of accountability do you think stakeholders pay more attention to and why? Which do you think is more likely to have consequences for English Learners? [Note, this may come up spontaneously in response to the previous two questions]

Probe for:

- How do the consequences associated with missing AYP (under Title I) relate to the consequences associated with missing the additional AMAOs (under Title III)
- What is added by having the additional AMAO targets, awareness of AMAO targets and how much attention is paid to them

13. If the district has missed AMAOs for at least two years: What assistance do you receive associated with missing AMAO targets?

Probe for:

- Assistance provided by the state and who receives

14. For districts participating in a consortium: Given that you are working in a consortium of districts, how are accountability consequences determined across participating districts? Do you work together on consequences, or do each of you develop your own improvement plan?

Communication With Stakeholders

15. I know that both states and districts have responsibility for reporting about student performance under Title I. With regard to communication about Title III accountability results, who takes the lead on that? What is the process for communication?

- When do districts and schools learn how they did on Title III tests? When do you receive AMAO results from the state?
- Do teachers and principals generally receive the results of students' ELP tests? Do they learn how their school did on AMAOs under Title III?

16. How are parents informed of their school's performance? When do you provide this information to parents?

Probe for:

- How needs of ELL parents are accommodated, such as notification in home language
- Any differences at elementary and secondary levels

Concluding Questions

17. Taking into account everything we've discussed, what are your thoughts on the progress of ELL students in your district?

18. Wrapping up, could you describe any challenges associated with Title III implementation that we haven't already discussed? I'm particularly interested in your perspective on assessment issues as they relate to English Learners.

Also probe for:

- Unique contextual issues
- Capacity challenges/strengths (LEA level)
- Instructional challenges/strengths

19. Are there any highlights associated with ELL assessment that you did not previously mention? Anything I should have asked you, but didn't?

**The National Evaluation of Title III Implementation
Focus Group Protocol: Principals and Resource Teachers**

State:

District:

Participants, Positions, and Schools:

- 1.
- 2.
- 3.
- 4.

Date:

Facilitator:

Note-taker:

Introductory Script for Principal/Resource Teacher Focus Group: Good morning [afternoon]. First of all, thank you so much for being here and for being willing to participate in this study. My name is [name] and this is [name of the other site visitor], we are researchers from American Institutes for Research [and Ed Count], an organization that conducts research about education.

Before we start, I'd like to provide a little background on our work, and answer any questions you might have. We are conducting this study for the US Department of Education in order to examine the implementation of Title III of the *No Child Left Behind* act. As you are probably aware, Title III is the portion of the law that addresses the instruction and assessment of students who are learning English. In order to better understand how states and districts are responding to the law and how this law is put into practice at the school level, we will be talking with leaders from the school district office, school principals, teachers, and parents in several school districts across the country.

This is a focus group of school administrators and resource teachers who work with ELL students and their teachers. During our conversation, I'll be asking you about such topics as: your roles as resource teachers and school administrators, approaches to instruction for English language learners at your school, the capacity of teachers at your school to address the needs of ELLs, assessment and accountability for ELL students, the resources you draw on in meeting the needs of the ELLs, the role of parents of ELLs, and the challenges you face.

Are there any questions right now about the study or about why we are here?

Next, I'd like to say a few things about the process for this discussion. During our session today, I'll be asking you some questions and [other site visitor] will be taking notes. If you don't mind, I would like to record our conversation simply for note-taking

purposes. No one outside of our research team would hear the recording; it would just be for own reference. If you would like us to turn off the recorder at any point, just let me know. Would that be OK?

I want to assure you that all information you provide today will be kept confidential and will only be used for the purposes of this study. We will not use your name or your school's name, and will not attribute any quotes. Our study will identify the states that we visit, but will not disclose the names of the districts and schools in each state. We will not share what we discuss with other people in this district. Whatever you express in this room stays in this room. We're asking you to make the same commitment—to keep what is said in this room confidential and not repeat it to others in your district or at your school. That way people can feel safe being honest. Agreed?

This session will give you a chance to express your opinions. We want you to feel comfortable in saying what you really think and feel, as your ideas and opinions are important to us. It is OK to disagree with one another. We'd like to hear everyone's perspective. If you do not feel like responding to a question, you do not have to.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

Are there any questions before we get started?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Focus Group of Principals and Resource Teachers

Background

- 1. To start, I'd like to ask each of you to introduce yourselves by saying your first name, your school, and your role at the school. Also, please say one or two sentences describing the ELL students at your school.**

Listen for:

- Roles regarding leadership for instruction and/or promoting professional learning
- Size of ELL population, language backgrounds, language levels, and levels of prior education (particularly at secondary level where some ELLs may come into the system with limited prior schooling).
- Presence of any significant subpopulations within the ELL population and their characteristics (such as refugee populations, influx of newcomers, significant border population, etc.).

ELL Programs and Practices

- 2. Next, I'd like to get a sense of the overall approach to ELL instruction at each of your schools. Are there designated programs, specialized classes, supports and/or curriculum that are used school wide? How/why were they selected? Are there any strategies or programs that you have found to be particularly effective?**

Probe for:

- Any programs or curricula indicated by district officials, if not mentioned

Listen for:

- Whether there is a mandated/intended curriculum in place
- Use of native language in classes with ELL students
- Interventions available to ELLs who are struggling (such as, after school program, tutoring, mentoring, academic counselors, Response to Intervention, etc.)
- *For elementary schools*, whether there is a designated ELD time during the school day and a description of what takes place during that time.
- Influences on selection, such as district mandates, state standards, and/or TA provided.
- Perceived effectiveness of practices mentioned (evidenced by)

-
3. *If not already mentioned: Next, I'd like to ask you more about X.* [As appropriate, probe further on any specific strategies or approaches mentioned by district level staff for which we'd like to get the school level perspective (if not already mentioned above).]

Probe for:

- What is the focus? Who participates?
- Perceived effectiveness (measured by)
- Support/influence from the district

State Standards

4. **To what extent are you and the staff at your school familiar with the state ELP standards? How do you use them? To what extent do you find them useful in guiding instructional decisions at your school?**

Probe for:

- Ways in which standards are useful
- How standards could be improved (to be more useful)

Listen for:

- Extent to which (and ways in which) school leaders use state ELP standards and content standards in planning, etc.
- Extent to which (and ways in which) ELL instruction incorporates/addresses state ELP standards and content standards
- How staff learn about the ELP standards and how they access them. (For example, are they sitting in a binder on the shelf? On the internet? Etc.?)
- Any ways in which district officials indicated that state standards are utilized

Teacher Capacity

5. **Do you feel teachers at your school have the skills and knowledge needed to be successful with the ELL students at your school? Why/why not?**

Listen for:

- Extent to which the most skilled teachers the ones teaching the classes with the largest numbers of ELLs
- Distribution of HQTs in classes with the most ELLs
- Teacher attitudes toward teaching ELL classes. Do they tend to request such classes or avoid them?
- Any incentives for encouraging the most skilled teachers to teach classes with ELLs (or disincentives).
- Challenges, such as turnover, resistance to change, etc.

6. How do you go about recruiting and retaining teachers who are knowledgeable in their content area and language instruction? Do you receive any assistance from the district?

Listen for:

- Any recruitment and retention practices mentioned by district officials
- Extent to which ELL qualifications are a factor in recruitment and which ELL qualifications are considered
- Any challenges associated with recruiting the teachers needed and how they are addressed

Professional Learning

7. Do teachers at your school engage in professional learning that specifically addresses ELL instruction? If, so what? What is the district's role?

Listen for:

- Professional development initiatives identified by district officials
- Any differences in what mainstream vs. ELL teachers receive.
- Supports provided by district and/or any assistance provided by state
- Use of state standards
- Perceived effectiveness (evidenced by)

8. If time permits: As a school leader, where do you turn for assistance on ELL issues?

Listen for:

- Supports provided by district and/or any assistance provided by state
- Perceived effectiveness (evidenced by)
- External expertise the school has access to, such as local university or PD provider, and internal expertise, such as experts at the district and school levels

Title III Accountability

9. As you may be aware, under Title III of NCLB, your district has specific targets associated with ELL progress—referred to as Annual Measurable Achievement Objectives, or AMAOs. Have these targets been clearly communicated to you? What information do you get on how your district is doing with regard to these targets? How does this impact your work at your school?

Listen for:

- Accountability measures identified by district officials
- Any specific actions taken in response to AMAO status, any changes in ELL practices over time associated with AMAO status
- Any assistance associated with missing AMAO targets

10. If time permits (this is also asked of teachers): In addition to the state-mandated assessments, are there any other measures you use for assessing the progress of ELLs at your school (including progress in content areas and language development)? How do you use the information you get from these measures?

Listen for:

- Whether school tracks progress toward English language proficiency and measures used
- Measures used, such as district-mandated assessment, teacher observation, etc. and extent to which these measures are mandated.
- Any changes over time in types of data tracked and how used
- How data is used to drive instruction
- Use of state ELP standards and content standards in development of formal and informal assessments

Resources

11. Next, I'd like to get a sense of the kinds of resources (financial, human, or other) you draw on in addressing the needs of ELL students at your school. Do you receive financial resources that are targeted for ELLs? What other resources do you draw on?

Listen for:

- Resources identified by district officials
- Whether school receives Title III money and how used
- Any challenges associated with securing resources needed
- How resources from multiple sources—Title I, Title III and others—are coordinated and utilized to support ELLs

Parent Involvement

If a parent liaison focus group has not been scheduled, ask:

12. How would you describe the role of parents at your school? Are there any programs or supports that specifically target parents of ELL students?

Listen for:

- Supports that benefit ELL parents, such as parent outreach programs, parent classes, language classes, parent liaison, etc.
- Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language).
- Perceived effectiveness (measured by)

Challenges

13. What challenges and constraints do you face in addressing the needs of ELL students at your school? And how do you address them? Are there any state or district policies that would be helpful in addressing those challenges?

The National Evaluation of Title III Implementation Focus Group Protocol: Teachers

State:

District:

Participants, Positions and Schools:

- 1.
- 2.
- 3.
- 4.

Date:

Facilitator:

Note-taker:

Introductory Script for Teacher Focus Group: Good morning [afternoon]. First of all, thank you so much for being here and for being willing to participate in this study. My name is [name] and this is [name of the other site visitor], we are researchers from American Institutes for Research [and Ed Count], an organization that conducts research about education.

Before we start, I'd like to provide a little background on our work, and answer any questions you might have. We are conducting this study for the US Department of Education in order to examine the implementation of Title III of the *No Child Left Behind* act. As you may be aware, Title III is the portion of the law that addresses the instruction and assessment of students who are learning English. In order to better understand how states and districts are responding to the law and how this law is put into practice at the school level, we will be talking with leaders from the school district office, school principals, teachers, and parents in several school districts across the country. This is a focus group of teachers who have ELL students in their classes. During our conversation, I'll be asking you about such topics as the approaches you take to providing instruction, how you assess the progress of your students, any professional learning you are involved in, and the role of parents at your school—all with a particular orientation toward your ELL students.

Are there any questions right now about the study or about why we are here?

Next, I'd like to say a few things about the process for this discussion. During our session today, I'll be asking you some questions and [other site visitor] will be taking notes. If you don't mind, I would like to record our conversation simply for note-taking purposes. No one outside of our research team would hear the recording; it would just be for own reference. If you would like us to turn off the recorder at any point, just let me know. Would that be OK?

I want to assure you that all information you provide today will be kept confidential and will only be used for the purposes of this study. We will not use your name or your school's name, and will not attribute any quotes. Our study will identify the states that we visit, but will not disclose the names of the districts and schools in each state. We will not share what we discuss with other people in this district. Whatever you express in this room stays in this room. We're asking you to make the same commitment—to keep what is said in this room confidential and not repeat it to others in your district or at your school. That way people can feel safe being honest. Agreed?

This session will give you a chance to express your opinions. We want you to feel comfortable in saying what you really think and feel, as your ideas and opinions are important to us. It is OK to disagree with one another. We'd like to hear everyone's perspective. If you do not feel like responding to a question, you do not have to.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

Are there any questions before we get started?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Focus Group of Teachers

Background

1. **To start, I'd like to ask each of you to introduce yourselves by saying your first name and the subjects and grades you teach. Also, please specify your role in teaching English language learners, if you have one.** For example, if you are a content area teacher (or classroom teacher), do you have ELLs in your classes? Do you teach any specialized classes for ELLs (such as ELD classes, sheltered content classes, etc.)? Etc.? (This question should be tailored toward whether this is a secondary or elementary group.)

Listen for:

- How many ELLs teachers have their classes, their language levels and backgrounds
- How ELLs are grouped into various classes—are all newcomers grouped into one class? Are ELLs evenly distributed throughout the classes? Grouped by language? Etc.?

ELL Instruction

2. **Next, I'd like to get a sense of how you go about addressing the instructional needs of individual ELL students in your classes. What strategies and resources do you draw on to make the content accessible for your ELL students? Is there a specific approach you are expected to use for serving ELL students?**

Listen for:

- Ways in which instruction is differentiated for ELLs (pre-teaching, flexible grouping, instructional scaffolds)
- Incorporation of ELD into content area instruction (including use of academic language)
- Use of native language in classes with ELL students
- *For elementary schools:* whether there is designated time for ELD instruction and what takes place during that time
- Any specific approaches indicated by district officials
- Use of state standards (content and ELP)

Curriculum and Materials for ELL Instruction

3. **Is there are particular curriculum or set of materials that you are expected to use (in content area and/or language instruction)? If so, how do you use them?**

Listen for:

- Specific curricula or materials that are used for ELL instruction and whether mandated
- Any programs or curricula indicated by district officials
- Use of bilingual materials and how used
- Perceived effectiveness (evidenced by)
- Time provided to plan collegially by grade-level and/or for grade level articulation for ELL support
- Use of state standards (content and ELP)

State Standards

4. Are you familiar with the state ELP standards? If so, how useful do you find them and how do you use them in your instruction?

Probe for:

- What teachers find useful and not useful about the standards.

Listen for:

- Level of familiarity with state standards how they are used for ELL instruction
- How teachers learned about the ELP standards and how they access them. (For example, are they sitting in a binder on the shelf? On the internet? Etc.?)

Assessment

5. Next, I'd like to ask how you know that your students are learning what you want them to learn. What measures (formal and informal) do you use to assess your students' progress in the content areas and in their language proficiency?

Listen for:

- Use of the state ELP test and other measures for assessing language progress, and the frequency with which the assessment are given
- Use of state ELP standards and content standards in development of formal and informal assessments
- Measures used, such as district-mandated assessment, teacher observation, etc. and extent to which these measures are mandated.
- Any changes over time in assessments used and/or how used
- Any district-wide measures mentioned by district officials

6. How do you use the information you get from those assessments?

Listen for:

- How data is used to drive instruction

-
7. *If time permits: I know that your state uses _____ as the assessment of English language proficiency and _____ as the assessment of content area learning. Are you aware of how your school's ELLs are doing on these state tests? What kinds of information do you receive on your students? When do you receive it? How do you use it?*

Listen for:

- Any actions/consequences associated with school's performance, perceived effectiveness of those actions, and ultimate impact on students
- Teachers' awareness of AYP and AMAO status

Teacher Capacity

8. **How did you come to be assigned classes with ELL students? Do you feel prepared to teach the classes you've been assigned?**

Listen for:

- Ways in which qualifications in content area and language instruction are considered in assigning teachers to classes with ELLs
- Attitudes toward being assigned ELL classes

Professional Learning

9. **What kinds of professional learning do you engage in regarding ELL instruction?**

Listen for:

- Follow-up to professional development
- Whether professional development is part of a systemic model of improvement
- Professional development initiatives identified by district officials
- Any differences in what mainstream vs. ELL teachers receive
- Supports provided by district and/or any assistance provided by state
- Use of state standards
- Perceived effectiveness (evidenced by)

Parent Involvement

If a parent liaison focus group has not been scheduled, ask:

10. **In what ways are the parents of your ELL students involved in their child's education? Are there any programs or supports in place at your school that benefit parents of ELL students?**

Listen for:

- Supports that benefit ELL parents, such as parent outreach programs, parent classes, language classes, parent liaison, etc.
- Extent to which parents access the supports
- Perceived effectiveness (measured by)
- Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language).

ELL Practices

11. *If time permits:* Are there any practices you or your school have implemented that you feel have been particularly successful with your ELL students? What are they, and why do you think they have been successful?

12. *As appropriate, if not already mentioned:* Next, I'd like to ask you more about X. [Probe further on any specific strategies or approaches mentioned by district level staff for which we'd like to get teachers' perspectives (if not already mentioned above). Examples could include curricular approaches, a particular ELL methodology that is being promoted, a bilingual program, a parent outreach program, or any other practices that might be of interest.]

Probe for:

- What is the focus? Who participates?
- Perceived effectiveness (measured by)
- Support/influence from the district

Challenges

13. What challenges and constraints do you (and your school) face in addressing the needs of ELL students? How can the state or district help you address these challenges?

**The National Evaluation of Title III Implementation
Focus Group Protocol: Parent liaisons and parents**

State:

District:

School:

Participants, Positions, and Schools:

- 1.
- 2.
- 3.
- 4.

Date of Interview:

Facilitator:

Note-taker:

Introductory Script for Parent Focus Group: Good morning [afternoon]. First of all, thank you so much for being here and for being willing to participate in this study. My name is [name] and this is [name of the other site visitor], we are researchers from [American Institutes for Research or Ed Count], an organization that conducts research about education.

Before we start, I'd like to provide a little background on our work, and answer any questions you might have. We are conducting a study of Title III of the *No Child Left Behind* act for the US Department of Education, which is the part of the law about how schools and districts are educating students who come to school speaking a language other than English. The law requires that states and school districts put in place certain practices to help these students learn English while they are also learning mathematics and other subjects. In order to better understand how states and districts are responding to the law, we will be talking with leaders from the school district office, school principals, teachers, and parents in several school districts across the country. This is a focus group of parents and staff who work with parents. During our conversation, I'll be asking you about such topics as the role of parents at your school, programs and supports for parents, ways in which parents are involved, and communication between the school and parents—all with a particular orientation toward the parents of students who are learning English.

Are there any questions right now about the study or about why we are here?

Next, I'd like to say a few things about the process for this discussion. During our session today, I'll be asking you some questions and [other site visitor] will be taking notes. If you don't mind, I would like to record our conversation simply for note-taking purposes. No one outside of our research team would hear the recording; it would just

be for own reference. If you would like us to turn off the recorder at any point, just let me know. Would that be OK?

I want to assure you that all information you provide today will be kept confidential and will only be used for the purposes of this study. We will not use your name, or your school's name, and will not attribute any quotes. Our study will identify the states that we visit, but will not disclose the names of the districts and schools in each state. Whatever you express in this room stays in this room. We're asking you to make the same commitment—to keep what is said in this room confidential and not repeat it to other parents or staff at the school or students. That way people can feel safe being honest. Agreed?

This session will give you a chance to express your opinions. We want you to feel comfortable in saying what you really think and feel, as your ideas and opinions are important to us. There are no right or wrong answers. It is OK to disagree with one another. We'd like to hear everyone's perspective. If you do not feel like responding to a question, you do not have to.

I'd like to ask you to sign a consent form before we begin. It outlines some of the issues I've just mentioned with regard to anonymity and confidentiality. Please take a minute to read it and let me know if you have any questions.

Are there any questions before we get started?

Note to interviewer: *Throughout the interview, possible probes are set aside following each general question. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**; it is likely that the respondent will cover many of these issues when responding to your initial inquiry. Keep the tone conversational and comfortable.*

Focus Group of Parent Liaisons and Parents

Background

1. **To start, I'd like to ask each of you to introduce yourselves by saying your first name, the school(s) you are associated with, and whether you are a parent or parent liaison.**
 - *If you are a parent*, please say the grade levels of your children and language(s) you speak at home.
 - *If you are staff*, please say your position and your role with regard to parents of ELLs.

Parent Involvement

2. **For parents: Can you describe the ways you are involved in the education of your child(ren)?** (This could include a range of ways, such as help with homework, attending parent conferences, maintaining native language at home, volunteering in classroom, etc.)

Listen for:

- Role of parents in decision-making at the school and what types of decisions they are involved in
3. **For parent liaisons: How would you describe the role of parents at your school? In what ways are the parents of ELL students involved in the education of their children? In the school? What are the challenges that parents face?**

Communication with Parents

4. **For parents: How do you communicate with your child's teachers (and/or other school staff)? What do you communicate about? How often?**

Listen for:

- Frequency with which parents communicate with teachers and usefulness
 - Types of information that parents receive on how their child is doing in school
 - Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language)
5. **For parents: What information do you receive about your child's school? Do you know how well the school meets the standards? How is that information communicated to you? How often?**

Listen for:

- Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language).
- Usefulness of the information parents receive

- 6. For parent liaisons: In general, what information do parents receive about their child's school and about how their child is doing in school? How is that information communicated to them? How often?**

Listen for:

- Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language).
- Usefulness of the information parents receive

School Practices

- 7. For parents: Next, I'd like to ask about your goals for your child, particularly your goals with respect to learning English and your home language. Do you expect that your child will continue developing the home language or concentrate on learning English only? How does the school help your child in learning English (and/or home language)?**

- 8. For parents: Does your child participate in any special programs for students who are learning English? Are those programs helpful?**

Probe for:

- Role of home language
- Extent to which parents have a choice in the program offerings available

- 9. For parents: Do you have a choice about what program(s) your child is enrolled in? How did you make that choice?**

- 10. For parent liaisons: I'd like to ask broadly about any practices in place at your school that benefit ELL students. What are the practices, and how are they beneficial?**

Probe for:

- Specific strategies or approaches mentioned by district staff for which we'd like to get the perspective parent liaisons. This could include instructional approaches that are relevant for ELL students, as well as specific parent practices, such as a parent outreach program, district parent center, translation, and other services for parents, etc.
- What is the focus? Who participates?
- Perceived effectiveness (measured by)
- Support/influence from the district

Listen for:

- Role of home language
- Extent to which parents have a choice in the program offerings available

Supports for Parents

11. For parents: Do you participate in any programs, classes or supports for parents at your school? How do they help you? (This could include parent outreach programs, parent classes, language classes, parent liaison, etc.)

Probe for:

- Programs and supports that specifically target parents of ELLs
- Perceived effectiveness (measured by)

12. For parent liaisons: Are there any additional programs, classes or supports available for parents at your school? In what ways do they benefit parents of ELLs? Are there any programs that specifically target ELL parents? (This could include parent outreach programs, parent classes, language classes, parent liaison, etc.)

Listen for:

- Which parents are targeted for these programs, who provides the support, the focus, etc.
- Extent to which parents access the supports
- Ways in which the unique needs of ELL parents are accommodated (such as, communication in home language).
- Perceived effectiveness (measured by)
- Differences in supports for elementary parents vs. secondary parents
- Any district-wide parent supports identified by district officials

Goals and Challenges

13. For parent liaisons: What are your primary goals and priorities in the work you do with parents (particularly ELL parents)? In what ways have you been able to realize those goals? What are the challenges and constraints you face? How does the district (or state) help you address those challenges?

Probe for:

- Ways in which the school builds capacity to work with parents

14. *For parents, if time permits:* Do you face any challenges/difficulties/barriers in becoming involved in the education of your child(ren)? Do you face any challenges/difficulties/barriers in realizing the goals you have for your child(ren)?

Grupos focales de padres de familia y coordinadores de padres de familia

Guión en español para el grupo focal de padres de familia y personal escolar: Buenos días. Primero que nada les queremos agradecer su presencia y su disposición para participar en este estudio. Mi nombre es [nombre] y el(ella) es [nombre de la otra persona]. Somos investigadores del [American Institutes for Research o de Ed Count], una organización que lleva a cabo estudios sobre educación.

Antes de empezar, les hablaremos un poco sobre nuestro trabajo y si tienen algunas preguntas con gusto las contestaremos. El proyecto que estamos llevando a cabo es sobre (Título 3) *Title III*, dentro del programa de *No Child Left Behind* para el departamento de educación. *Title III* se refiere a cómo las escuelas y los distritos están educando a los estudiantes que ingresan a la escuela hablando algún otro idioma diferente al inglés. La ley estipula que los estados y los distritos escolares pongan en práctica ciertas medidas para que ayuden a que estos estudiantes aprendan inglés y que al mismo tiempo aprendan matemáticas y las otras materias del curriculum. Para entender mejor cómo los estados y los distritos han respondido a los requerimientos de la ley, entrevistaremos a los responsables de los distritos escolares, directores de escuelas, maestros, y a los padres de familia en varios estados del país.

Este es un grupo focal para padres de familia y para el personal que trabaja con los padres de familia. Durante nuestra conversación, les haré preguntas sobre el papel de los padres de familia en su escuela, los programas y los apoyos que existen para ellos, maneras en las que los padres se involucran con la escuela, y la comunicación entre la escuela y los padres de familia. Estos temas se orientan a los padres de alumnos que están aprendiendo inglés.

¿Tienen alguna pregunta sobre el estudio o sobre por qué estamos aquí?

A continuación les mencionaremos la forma en cómo organizaremos esta discusión. Durante nuestra sesión, yo les haré las preguntas y mi compañero(a) tomara nota. Si no les molesta, nos gustaría grabar la conversación para poder completar nuestras anotaciones. Nadie fuera de nuestro equipo de investigadores escuchará la grabación, solamente será para nuestra propia referencia. Por favor háganos saber si en algún momento les gustaría que dejáramos de grabar. ¿Les parece?

Queremos asegurarles que toda la información que compartan con nosotros será totalmente confidencial, y solamente se usará para los fines de este estudio. No usaremos su nombre, o el nombre de la escuela, y no los identificaremos con ninguna cita o frase. Nuestro estudio solamente identificará los estados que visitaremos, pero no señalará los nombres de los distritos ni de las escuelas que visitaremos. Lo que se diga en este cuarto, se queda en este cuarto. Por lo que les pedimos que ustedes

también se comprometan a lo mismo: que aquello que se diga en este cuarto sea confidencial y no lo compartan con otras personas, padres de familia o personal de la escuela, o alumnos. De esta manera ustedes se pueden sentir seguros y responder con honestidad.

Esta sesión es una oportunidad para expresar sus opiniones. Queremos que se sientan cómodos en compartir lo que realmente piensan y sienten, ya que sus ideas y opiniones son muy importantes para nosotros. No existen respuestas correctas o incorrectas. Esta bien no estar de acuerdo con todas las personas del grupo. Queremos escuchar la perspectiva de cada uno de ustedes, pero si no quieren responder alguna pregunta, no tienen que hacerlo.

Ahora por favor, les pido que firmen la forma de consentimiento antes de que empecemos. En dicha forma se resumen algunos de los puntos que hemos mencionado con respecto al anonimato y confidencialidad del estudio. Por favor tómense un minuto para leerla y pregúntennos si tienen alguna duda.
¿Tienen alguna pregunta antes de empezar?

Grupo focales de padres de familia y coordinadores de padres de familia

Antecedentes

1. **Para comenzar, quiero pedirles que cada uno de ustedes se presente diciendo el nombre de la escuela donde trabaja o donde su hijo asiste, y se identifique si es un padre de familia o un coordinador de padres de familia.**
 - *Si usted es un padre de familia, por favor mencione el grado escolar en que sus hijos están y cual es el lenguaje que hablan en el hogar.*
 - *Si usted es un coordinador, por favor diga su posición y el papel que desempeña ante los padres de familia de estudiantes que el inglés es su segundo idioma.*

Participación de los padres de familia

2. **Para los padres de familia: ¿Podría describir las diferentes maneras en las cuales usted participa en la educación de sus hijos?** (Esto puede incluir diferentes maneras, como ayudar con la tarea, ir a conferencias para padres de familia, mantener el idioma en el hogar, participar como voluntario en el salón de clases, etc.)

Escuchar si mencionan:

- El papel de los padres de familia en el proceso de toma de decisiones de la escuela, y que tipos de decisiones han participado.
3. **Para los coordinadores de padres de familia: ¿Cómo describiría el papel de los padres de familia dentro de su escuela? ¿Cómo participan los padres de familia, de los estudiantes que aprenden inglés como su segunda lengua, en la educación de sus hijos? ¿En la escuela? ¿Cuáles son los retos que los padres de familia enfrentan?**

Comunicación con padres de familia

4. **Para los padres de familia: ¿De qué manera se comunican con los maestros de sus hijos (u otro personal escolar)? ¿Sobre qué temas se comunican? ¿Con qué frecuencia?**

Escuchar si mencionan:

- Frecuencia con la cual los padres de familia se comunican con los maestros y la utilidad de dichas comunicaciones.
- Tipos de información que los padres de familia reciben sobre el desempeño de sus hijos en la escuela.
- Maneras en las cuales las necesidades específicas de los padres de familia de estudiantes que aprenden el inglés como se segunda lengua son tomadas en cuenta. (como comunicación en la lengua que se habla en el hogar)

-
5. *Para los padres de familia:* **¿Qué información recibe sobre la escuela de sus hijos? ¿Ustedes saben qué tan bien la escuela se desempeña, si cumple con las metas académicas que el estado o el distrito establecen? ¿Cómo le llega dicha información? ¿Con qué frecuencia?**

Escuchar si mencionan:

- Maneras en las que las necesidades específicas de los padres de familia de los estudiantes que aprenden inglés como su segunda lengua son tomadas en cuenta (por ejemplo, comunicación en el idioma que se habla en el hogar)
- Utilidad de la información que los padres reciben

6. *Para los coordinadores de padres de familia:* **En general, ¿qué información los padres de familia reciben sobre la escuela y sobre el desempeño de sus hijos? ¿Cómo les llega dicha información? ¿Con qué frecuencia?**

Escuchar si mencionan:

- Maneras en las que las necesidades específicas de los padres de familia de los estudiantes que aprenden inglés como su segunda lengua son tomadas en cuenta (por ejemplo, comunicación en el idioma que se habla en el hogar)
- Utilidad de la información que los padres reciben

Prácticas Escolares

7. *Para los padres de familia:* **Ahora me gustaría preguntarles sobre las metas u objetivos para sus hijos, específicamente las metas en cuanto al aprendizaje del inglés y del idioma que se habla en el hogar. ¿Espera que su hijo continúe desarrollando el idioma que se habla en el hogar o que se concentre en el aprendizaje del inglés, o quizás que desarrolle ambos idiomas al mismo tiempo? ¿De qué manera la escuela le ayuda a su hijo a aprender inglés (y/o el idioma del hogar)?**

8. *Para los padres de familia:* **¿Su hijo participa en algún programa especial para estudiantes que estén aprendiendo inglés, como por ejemplo programas de inmersión al inglés o clases bilingües? ¿En su opinión, estos programas son útiles?**

Preguntar por:

- El papel del idioma que ese habla en el hogar
- Qué tanto los padres de familia pueden escoger algunos de los programas que se ofrecen

9. *Para los padres de familia:* **¿Pueden ustedes decidir en cuál programa inscribir a sus hijos? ¿Cómo tomaron esa decisión?**

10. Para los coordinadores de padres de familia: Me gustaría preguntarles sobre las prácticas o programas que han implementado en su escuela que benefician a los estudiantes que están aprendiendo inglés como su segundo idioma. ¿Cuáles son estas prácticas y cómo benefician a dichos estudiantes?

Preguntar por:

- Estrategias específicas o enfoques mencionados por personal del distrito para lo cual sería bueno tener la perspectiva de los coordinadores de los padres de familia. Esto podría incluir enfoques de enseñanza que son relevantes para los estudiantes que tienen el inglés como segunda lengua, así como prácticas específicas de los padres de familia, como el programa de alcance para padres de familia, el centro del distrito para padres de familia, servicios de traducción u otros, etc.
- ¿Cuál es el enfoque de estos programas? ¿Quiénes participan?
- ¿Qué tan eficaces son? Y cómo los han medido, o en que se basan
- Apoyo/influencia del distrito

Escuchar si mencionan:

- El papel del idioma del hogar
- Qué tanto los padres de familia pueden escoger algunos de los programas que se ofrecen

Apoyos para los padres de familia

11. Para los padres de familia: ¿Ustedes participan en algún programa, clase o apoyo para padres de familia que su escuela ofrece? ¿De qué manera estos programas les ayudan? (Se puede incluir programas de acercamiento a la comunidad, clases para padres de familia, clases del idioma, coordinadores de los padres de familia, etc.)

Preguntar por:

- Programas y apoyos que están enfocados específicamente a padres de familia de hijos que el segundo idioma es el inglés
- ¿Cuál es su efectividad y cómo la miden?

12. Para los coordinadores de padres de familia: ¿Sabén si hay algún otro tipo de programas, clases o apoyos para padres de familia en su escuela? ¿De qué manera estos programas benefician a los padres de estudiantes que el inglés es su segundo idioma? (Esto podría incluir a los programas de alcance para padres de familia, clases para padres de familia, clases de idioma, etc.)

Escuchar si mencionan:

- A qué padres de familia se enfocan estos programas, quién provee el apoyo, el enfoque, etc.
- ¿Qué tanto los padres de familia acceden a dichos apoyos?
- Maneras en que las necesidades específicas de los padres de familia de estudiantes que el inglés es su segundo idioma se han tomado en cuenta (por ejemplo, comunicación en el idioma que se habla en el hogar)
- ¿Cuál es su efectividad y cómo la miden?
- Diferencias entre los apoyos para los padres de familia de primaria y de secundaria
- Algún programa de apoyo para todo el distrito escolar que haya sido identificado por el personal del distrito.

Metas y retos

13. Para los coordinadores de padres de familia: ¿Cuáles son sus metas principales y las prioridades en el trabajo que ustedes llevan a cabo con los padres de familia (especialmente con los padres de estudiantes que tienen el inglés como segunda lengua)? ¿De qué manera han podido alcanzar dichas metas? ¿Cuáles son los logros y los problemas que enfrentan? ¿Cómo les apoya el distrito (o el estado) para poder superar dichos problemas?

Preguntar por:

- Maneras en que la escuela ha creado capacidad para trabajar con los padres de familia.

14. Para los padres de familia, si el tiempo lo permite: ¿Cuáles son los retos / dificultades / barreras que enfrentan para que sus hijos logren las metas que ustedes han establecido para sus hijos?



The National Evaluation of Title III Implementation Title III Subgrantee Survey

IMPORTANT—PLEASE READ THE FOLLOWING INSTRUCTIONS BEFORE ANSWERING

- **Unless otherwise stated, please complete items using data from the 2009–2010 school year. If the district/school does not serve both elementary and secondary grades, please skip items referring to unserved grade ranges.**
- **Question 1 is the only item for which highly accurate quantitative data are required. FOR OTHER ITEMS THAT ASK FOR ESTIMATES, PLEASE FEEL FREE TO PROVIDE THEM, AS ESTIMATES ARE PREFERRED OVER NO ANSWER.** In order to answer these questions, however, you may wish to have program records (e.g., language groups, prior ELL enrollments, Title III budget) and a calculator available.
- **The survey uses the term “English language learners” (ELLs). The federal legislation refers to these students as limited English proficient (LEP).**

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 1875-0254. The time required to complete this information collection is estimated to average 45 minutes per response, 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 estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. O.M.B. No. 1875-0254, Approval Expires 10/31/2012

A. ELL Population

1. During the 2009–2010 school year, please indicate:

- a. the total number of students in the school district _____
- b. the total number of ELLs in the district _____

2. Approximately what percentage of ELLs in your district are in each of the following language groupings?

- a. Spanish _____ %
- b. Other European languages (French, Russian, Greek, etc.) _____ %
- c. Asian-Pacific languages (Chinese languages, Hmong, Hindi, Tagalog, etc.) _____ %
- d. Native American languages _____ %
- e. Other languages (Arabic, Haitian Creole, African languages, etc.) _____ %
- TOTAL 100 %

3. Please estimate the percentages of the ELLs in your district who were:

- a. born in the U.S. _____ %
- b. not born in the U.S. and are in the first year at a U.S. school. _____ %
- c. not born in the U.S. and are in the second or third year at a U.S. school. _____ %
- d. not born in the U.S. and who have attended more than three years at a U.S. school. _____ %
- TOTAL 100 %

4. Please estimate the percentage of ELLs in your district who have had interrupted schooling (i.e., have missed two or more years of formal schooling since age 6). (Select one)

- 0–5%
- 6–10%
- 11–20%
- More than 20%

5. Please estimate how the total number of ELLs in your district has changed in the past five years since September 2004. (Select one)

- 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%

6. **Approximately what percentage of ELLs are new to your district this school year? (Do not include students in the lowest grade served by the district.) (Select one)**

- 0–10%
- 11–25%
- 26–50%
- 51–100%

B. ELL Identification, Placement, and Exit

7. **Which of the following factors does the district use to identify, place, and exit students regarding ELL services? (Select Yes or No in each of the three columns in each row.)**

	(1) To <u>identify</u> students as ELLs		(2) To <u>place</u> students into specific ELL services		(3) To <u>exit</u> students from ELL status	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. State English language proficiency (ELP) test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other English oral proficiency tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other English literacy tests (including writing samples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State academic content area tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other standardized achievement tests in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Native language oral proficiency tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Native language literacy tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Standardized achievement tests in native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Class grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Progress tests (also called “interim,” “benchmark,” or “diagnostic” tests)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teacher judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Home language survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Parental input/choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Years in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Years in the ELL service program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* By progress tests we mean required tests administered periodically (e.g., every six weeks) to monitor your students’ progress. We do not mean the annual state assessment nor the tests or quizzes teachers decide to administer on their own.

8. For an individual ELL, how often are the following reviewed (by someone other than the regular classroom teacher)? (Select one in each row.)

	<u>Less than once a year</u>	<u>Once a year</u>	<u>Twice a year</u>	<u>More than twice a year</u>
a. Placement in specific ELL services (e.g., ESL classes, sheltered instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Readiness for exit or redesignation from ELL status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. ELL Services

9. **Approximately** what percentage of ELLs in the district participate in each of the following types of ELL services at the elementary level? (Select one in each row.)

	0%	1–50%	51–99%	100%
a. English language development for ELLs (e.g., English as a second language instruction) within or outside the regular classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instruction in the language arts of the native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instruction in content areas (math, science, social studies) involving significant (at least 25%) use of the native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instruction in content areas using English but specially designed for ELLs (e.g., sheltered instruction, SIOP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Two-way immersion programs involving both ELLs and native English speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Special instruction for newcomers to U.S. schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. **Approximately** what percentage of ELLs in the district participate in each of the following types of ELL services at the secondary level? (Select one in each row.)

	0%	1–50%	51–99%	100%
a. English language development for ELLs (e.g., English as a Second Language instruction) within or outside the regular classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instruction in the language arts of the native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instruction in content areas (math, science, social studies) involving significant (at least 25%) use of the native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instruction in content areas using English but specially designed for ELLs (e.g., sheltered instruction, SIOP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Two-way immersion programs involving both ELLs and native English speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Special instruction for newcomers to U.S. schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. **Approximately** what percentage of ELLs in the district is receiving no ELL services due to:

a. Parental choice	_____ %
b. Lack of service availability	_____ %
c. Services provided by other programs (e.g., special education)	_____ %

12. Which of the following types of services are available to former ELLs at the elementary and secondary levels in the year following their exit from ELL status? (Select Yes or No in each of the two columns in each row.)

	(1) Elementary		(2) Secondary	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. Tutoring services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An academic counselor or support teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A peer counselor or English proficient “buddy”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Regular monitoring of academic performance by district/school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Title III Accountability for ELLs

13. Do you have a clear understanding of the district’s target(s) for meeting annual measurable achievement objectives (AMAOs) under Title III for 2009–2010?

	<u>Yes</u>	<u>No</u>
a. Target(s) for meeting AMAO 1—Making progress in English	<input type="checkbox"/>	<input type="checkbox"/>
b. Target(s) for meeting AMAO 2—Attaining English proficiency	<input type="checkbox"/>	<input type="checkbox"/>
c. Target(s) for meeting AMAO 3—Meeting proficiency targets in the content areas for the LEP subgroup	<input type="checkbox"/>	<input type="checkbox"/>

14. Did the district meet its annual measurable achievement objectives (AMAOs) under Title III in the last school year (2008–2009)?

	<u>Yes</u>	<u>No</u>	<u>Don’t Know</u>
a. AMAO 1—Making progress in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. AMAO 2—Attaining English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. AMAO 3—Meeting proficiency targets in the content areas for the LEP subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Is the district currently designated as having missed its annual measurable achievement objectives (AMAOs) under Title III:

	<u>Yes</u>	<u>No</u>	<u>Don’t Know</u>
a. for <u>two</u> consecutive years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. for <u>four</u> consecutive years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Improvement Initiatives

16. Since September 2008, has the district implemented any of the following actions to improve services to ELLs? (Select one in each row.)

	Action implemented as a direct response to the district's Title III AMAO status	Action implemented for other reasons	Action <u>not</u> implemented
a. Developed an improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Notified parents of ELLs whether the district met its AMAOs in 2008–2009	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adopted new curriculum for English language development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased instructional time for ELLs (including after-school and summer programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increased the alignment of English language development instruction with state ELP standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased teacher professional development on ELL issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Added an instructional specialist to assist teachers of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased progress testing of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increased use of needs-based grouping or differentiated instruction for ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Increased common planning time for teachers of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Increased involvement activities targeted at parents of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To increase the alignment of English language development instruction with state ELP standards, has the district done any of the following since September 2008? (Select one in each row.)

	<u>Yes, to increase alignment</u>	<u>Yes, for other reasons</u>	<u>No</u>
a. Made changes in texts/curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mandated district-wide curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adopted new instructional/pacing guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Made changes in assessment measures or methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided teacher training on ELP standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provided teacher training on instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Record-Keeping and Use of Data on ELLs

18. Are the following variables concerning individual ELLs included in a district-wide student database?

	<u>Yes</u>	<u>No</u>
a. Current ELL status	<input type="checkbox"/>	<input type="checkbox"/>
b. ELL status in previous school years	<input type="checkbox"/>	<input type="checkbox"/>
c. ELL services received in current year	<input type="checkbox"/>	<input type="checkbox"/>
d. ELL services received in previous years	<input type="checkbox"/>	<input type="checkbox"/>
e. Native language	<input type="checkbox"/>	<input type="checkbox"/>
f. Years living in U.S.	<input type="checkbox"/>	<input type="checkbox"/>
g. Experienced interrupted schooling	<input type="checkbox"/>	<input type="checkbox"/>
h. Academic achievement of former ELLs	<input type="checkbox"/>	<input type="checkbox"/>
i. English language proficiency test scores	<input type="checkbox"/>	<input type="checkbox"/>
j. State content area test scores	<input type="checkbox"/>	<input type="checkbox"/>
k. Identity of ELL's mainstream teachers	<input type="checkbox"/>	<input type="checkbox"/>
l. Identity of ELL's specialist teachers	<input type="checkbox"/>	<input type="checkbox"/>

19. Are the following variables concerning teachers of ELLs included in a district-wide database?

	<u>Yes</u>	<u>No</u>
a. Qualifications (e.g., degrees, certifications, endorsements) of mainstream classroom teachers of ELLs	<input type="checkbox"/>	<input type="checkbox"/>
b. Qualifications of specialist teachers (ESL, ELD, bilingual, and LIEP teachers)	<input type="checkbox"/>	<input type="checkbox"/>

20. Does the district use the following testing data in any of these ways? (Select Yes or No in each of the three columns in each row.)

	(1) To group ELLs for instruction within or between classes		(2) To detect gaps in the curriculum for ELLs		(3) To plan professional development for teachers of ELLs	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. State English language proficiency (ELP) test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. State academic content area tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other district-wide language proficiency assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Progress tests (also called "interim," "benchmark," or "diagnostic" tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Does the district examine student testing data for ELLs broken down in any of the following ways?

	<u>Yes</u>	<u>No</u>
a. By grade	<input type="checkbox"/>	<input type="checkbox"/>
b. By level of English language proficiency (e.g., beginning, developing)	<input type="checkbox"/>	<input type="checkbox"/>
c. By native language	<input type="checkbox"/>	<input type="checkbox"/>
d. By years in ELL services	<input type="checkbox"/>	<input type="checkbox"/>
e. By type of ELL services or program	<input type="checkbox"/>	<input type="checkbox"/>

G. District Capacity

22. Please estimate the percent of district Title III, Part A subgrant funds (including immigrant funds if you receive them) that were used for each of the following for last school year (2008–2009)?

a. Instructional staff (e.g., teachers, aides)	_____	%
b. Instructional support staff (e.g., counselors, social workers, library staff)	_____	%
c. Instructional materials, equipment, and technology	_____	%
d. Professional development	_____	%
e. Parent involvement	_____	%
f. School and district administration	_____	%
TOTAL	100	%

23. How many full time equivalent (FTE) positions at the district-level are dedicated to Title III and ELL issues (including district-level coaches, specialists, etc.)?

_____ FTEs

24. How many district-level personnel have Title III and ELL issues as their primary responsibility?

_____ individuals

25. In this year (2009–2010), does the district have any teachers serving ELLs who... (Select one circle in each row.)

	<u>Yes, more than 10%</u>	<u>Yes, less than 10%</u>	<u>No</u>
a. are not fully certified for their positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. are in their first year of teaching ELLs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. have not demonstrated English language fluency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. During this year (2009–2010), has the district had difficulty in recruiting or retaining the following types of staff for serving ELLs? (Select one in each row.)

	<u>Yes, had difficulty</u>	<u>No difficulty</u>	<u>Not applicable</u>
a. English language development teachers (ESL, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers with language skills in ELLs' native languages (for bilingual classes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mainstream elementary classroom teachers with training in serving ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Secondary content area teachers with training in serving ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Counseling staff with training in serving ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Since September 2008, has the district used any of the following to recruit, hire, train, support, or retain teachers who are highly qualified and knowledgeable about the instruction of ELLs?

	<u>Yes</u>	<u>No</u>
a. Financial incentives to recruit ELL teachers such as increased starting salaries, signing bonuses, or housing incentives	<input type="checkbox"/>	<input type="checkbox"/>
b. Financial incentives such as coursework stipends or paid release time to support advanced coursework or training related to the instruction of ELLs	<input type="checkbox"/>	<input type="checkbox"/>
c. Partnerships with teacher preparation programs that include coursework related to instruction of ELLs	<input type="checkbox"/>	<input type="checkbox"/>
d. An alternate route (“fast-track”) program to help teachers become certified or add ELL endorsements	<input type="checkbox"/>	<input type="checkbox"/>
e. Policies of assigning teachers who are best able to address the needs of ELLs to schools with many ELLs	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher induction programs focusing on instruction of ELLs	<input type="checkbox"/>	<input type="checkbox"/>
g. Programs of sustained mentoring or coaching or co-teaching focusing on the instruction of ELLs	<input type="checkbox"/>	<input type="checkbox"/>
h. Collaborative learning activities (e.g., common planning time, teacher work groups, teacher networks) for teachers who work with ELLs	<input type="checkbox"/>	<input type="checkbox"/>

28. Since September 2008, did the district receive technical assistance (TA) from any source (from the state, regional education labs, universities, etc.) concerning ELLs 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?	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. Administering Title III and other funds to support the needs of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing an improvement plan focused on ELL issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Effective English language development approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Effective content area instructional approaches for ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Instruction of recently arrived ELLs in secondary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Alignment of curriculum and instruction with state English Language Proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Assessment of ELLs (including testing accommodations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use of data on ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Strategies for the involvement of parents of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ELL program administration (assigning students to services, scheduling services, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Effective teacher training for teachers of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. To what extent is each of the following a challenge to meeting the needs of ELL students in your district? (Select one in each row.)

	<u>Not a challenge</u>	<u>Minor challenge</u>	<u>Moderate challenge</u>	<u>Major challenge</u>
a. Insufficient funding for ELL services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of district-level staff expertise on ELL issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lack of access to outside expertise on ELL issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of political support for ELL services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Shortage of qualified applicants for specialist ELL teacher positions (ESL, ELD, bilingual education, or LIEP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lack of expertise among mainstream teachers to address the needs of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of proven curricula and programs for ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. State Content Area Assessments

30. Were the following accommodations provided to any ELLs in the district taking state content area tests in English language arts and/or mathematics in 2008–2009?

	<u>Yes</u>	<u>No</u>
a. Extended time	<input type="checkbox"/>	<input type="checkbox"/>
b. Additional breaks offered between sessions	<input type="checkbox"/>	<input type="checkbox"/>
c. Bilingual glossaries or dictionaries	<input type="checkbox"/>	<input type="checkbox"/>
d. English glossaries or dictionaries	<input type="checkbox"/>	<input type="checkbox"/>
e. Directions or questions read aloud in English	<input type="checkbox"/>	<input type="checkbox"/>
f. Directions translated or read in native language	<input type="checkbox"/>	<input type="checkbox"/>
g. Simplified English test/more visuals	<input type="checkbox"/>	<input type="checkbox"/>
h. Side-by-side bilingual version of the test	<input type="checkbox"/>	<input type="checkbox"/>
i. Native language test	<input type="checkbox"/>	<input type="checkbox"/>
j. Dictation of answers or use of a scribe	<input type="checkbox"/>	<input type="checkbox"/>
k. Test taker responds in native language	<input type="checkbox"/>	<input type="checkbox"/>
l. Testing in small groups/separate rooms	<input type="checkbox"/>	<input type="checkbox"/>

31. Did the district meet all of its adequate yearly progress (AYP) targets (across all students and subgroups) under Title I of NCLB based on 2008–2009 test scores? (Select one)

- Yes
- No
- No, but under appeal
- Not yet notified
- Don't know

32. Is the district currently identified for improvement or corrective action under Title I of NCLB? (Select one)

- Yes
- No
- Don't know

33. If there is anything else you would like to tell us about Title III implementation in your district, please enter your comments here.

34. If you are a member of a consortium, please indicate the district or charter school for which this questionnaire was completed.

Not Applicable

Thank you for your participation in this survey!



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov