

# Glossary of Terms

**ACCESS for ELLs®:** This is an assessment that OSSE uses, as a WIDA Consortium Partner, for English Language proficiency testing to determine the number and percentage of children making progress and attaining English language proficiency (ELP).

**Annual Measurable Achievement Objectives (AMAOs):** AMAOs are annual performance objectives. AMAOs are the accountability measures used to determine the effectiveness of a local educational agency's English language acquisition program and used of ESEA Title III, Part A funds. Per Federal regulations, OSSE has established three AMAOs that focus on progress, proficiency, and Annual Measurable Objective (AMO).

*Section 3122(a): AMAOs are defined by the following characteristics:*

*(A) shall include—*

- i. at a minimum, annual increases in the number or percentage of children making progress in learning English;*
- ii. at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and*
- iii. making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B); and*

*(B) at the discretion of the agency, may include the number or percentage of children not receiving waivers for reading or language arts assessments under section 1111(b)(3)(C), but this achievement objective shall not be applied to an eligible entity that, in a given school year—*

- i. has experienced a large increase in limited English proficient children or immigrant children and youth;*
- ii. enrolls a statistically significant number of immigrant children and youth from countries where such children and youth had little or no access to formal education; or*
- iii. has a statistically significant number of immigrant children and youth who have fled from war or natural disaster.*

**Annual Measurable Objective (AMO):** This refers to the percentage of identified students meeting the set goal in the same academic content standards for reading and mathematics as English-speaking peers. This is formerly known as Adequate Yearly Progress (AYP).

34 CFR § 200.18: AMOs are defined by the following characteristics:

- (1) Identify for each year a minimum percentage of students that must meet or exceed the proficient level of academic achievement on the State's academic assessments;
- (2) Ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline under § 200.15;
- (3) Must be the same throughout the State for each school, each LEA, and each group of students under § 200.13(b)(7); and
- (4) May be the same for more than one year, consistent with the State's intermediate goals under § 200.17.

**Elementary and Secondary Education Act (ESEA) Title III, Part A:** A law that governs the language instruction for limited English proficient and immigrant students under the No Child Left Behind Action (NCLB) of 2001. It provides varying levels of funding intended to help local educational agencies (LEAs) supplement their language instruction educational programs.

**English Language Learner (ELL):** A students whose first language is not English and who is in the process of learning English. Also known as an English Learner (EL).

**English Language Proficiency (ELP):** The ability to speak, read, listen, and write in the English language. The District of Columbia uses ACCESS for ELLs<sup>®</sup> to assess students' English language proficiency. A score of 5.0 or above indicates full proficiency.

**English as a Second Language (ESL):** An education approach in which English Learners (ELs) are instructed in the use of the English language. Their instruction is based on a special curriculum that typically provides little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component.

**Home Language Survey (HLS):** Upon enrolling in a school, parents and guardians are required to take a Home Language Survey (HLS). The survey asks questions related to the language spoken in the home and the child's ability to communicate in English.

**Immigrant Children and Youth:** Students who are between the ages of three and 21; were born outside the US or whose native language is a language other than English; and have not attended school in the U.S. for three consecutive years.

**Limited English Proficient (LEP):** Term used by the federal government, most states, and local educational agencies to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English Language Learner (ELL) or English Learner (EL) are used in place of LEP.

*An LEP student is classified as one:*

- (A) who is aged 3 through 21;*
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;*
- (C)*
  - (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant*  
*OR*
  - (ii) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and*  
*(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;*  
*OR*
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;*  
*AND*
- (C) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –*
  - (i) the ability to meet the State's proficient level of achievement on State assessments (DC Comprehensive Assessment System);*
  - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or*
  - (iii) the opportunity to participate fully in society.*

**Local Educational Agency (LEA):** A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

**Office of the State Superintendent of Education (OSSE):** OSSE is the state education agency in the District of Columbia. OSSE is a high-performing, transparent agency that sets proactive policies, exercises vigilant oversight, and directs resources and support so that residents educated in the District of Columbia are among the highest performers in the nation and fully prepared for postsecondary learning and employment.

**Supplant:** To supersede or replace something. OSSE uses this term in regards to the use of ESEA Title III, Part A funding. All activities used for funding must supplement, federal, state and local public funds, not supplant them.

**Supplement:** Something that completes or enhances something else when added to it. OSSE uses the term in regards to the use of ESEA Title III, Part A funding. These funds must be used to supplement the level of federal and local funds and to supplement programs for ELs.

**World-Class Instructional Design and Assessment (WIDA):** This organization has developed a set of English Language Development Standards for LEAs to use when providing second language acquisition training and other professional development opportunities.

# Appendix

## 1.A No Child Left Behind Act

The Elementary and Secondary Education Act of 1965 (ESEA) was first passed by Congress as part of President Lyndon B. Johnson's War on Poverty. The most recent authorization amending ESEA is the No Child Left Behind Act of 2001 (NCLB). The primary function of the law is to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. NCLB affects almost every school district and charter school in the nation.

ESEA Title III, Part A, as reauthorized under NCLB, aims to ensure that immigrant and limited English proficient students attain English language proficiency and meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Here is a link to the full ESEA: <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

## 1.B ESEA Title III, Part A Application (ConApp)

LEAs wishing to receive funds under covered programs must complete all required sections of the Phase II application (after submitting a complete Phase I Application) for each program for which the LEA wished to receive funds and submit the application to OSSE.

Application Instructions: <http://osse.dc.gov/service/federal-fiscal-year-2013-consolidated-application>.

## 1.C Self-Assessment Report (SAR)



**Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act  
Self-Assessment Report (SAR)**

LEA Name:	SAR Due Date:
LEA Representative:	Title III/EL Coordinator:
<b>Directions</b>	
<p>The EL Programs Self-Assessment Report (SAR) guides local education agencies (LEAs) in conducting a self-assessment of their EL programs. Following are steps for completing the Self-Assessment Report for submission prior to the onsite review:</p> <ol style="list-style-type: none"> <li>1. Review each critical element and the evidence sources you have as documentation.</li> <li>2. Mark whether each critical element is fully, partially, or not in place. For items marked fully or partially in place, specify evidence including documentation. A list of acceptable documentation is provided but is not limited to the evidence included. Please note that having all sources of documentation does not necessarily mean that particular element is fully in place.</li> <li>3. For items marked partially or not in place, please specify needed actions or questions for clarification.</li> <li>4. Sign Assurances as indicated and email a PDF copy of this page to <a href="mailto:Bryan.Sebobo@dc.gov">Bryan.Sebobo@dc.gov</a>.</li> <li>5. Submit a copy of the Self-Assessment Report to the Office of the State Superintendent of Education at least two weeks prior to the onsite review. Maintain a copy for LEA files.</li> </ol> <p>If technical assistance is needed, please contact Bryan Sebobo through email at <a href="mailto:Bryan.Sebobo@dc.gov">Bryan.Sebobo@dc.gov</a>.</p>	
<b>Assurances</b>	
<p>The authorized representative assures the Office of the State Superintendent of Education (OSSE) that the LEA will:</p> <ol style="list-style-type: none"> <li>1. Keep records and supporting documentation; provide such information as may be necessary for the program review; provide the OSSE with any information needed to carry out its responsibilities under state and federal law.</li> <li>2. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the English Learner program, and all other applicable statutes, including, but not limited to: Title VI of the Civil Rights Act of 1964.</li> </ol>	
<b>Signatures of Authorized Representatives:</b>	
LEA Representative : _____	Date: _____
Title III/EL Coordinator: _____	Date: _____
Submission Date : _____	

<b>Element 1: Identification, Placement and Program Exit</b> LEAs must identify and place EL in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>1.1 The LEA administers a home language questionnaire to all students.</b> PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (c), 9101 (25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A completed home language questionnaire. <input type="checkbox"/> Guidance regarding the use of the home language questionnaire from a staff handbook. <input type="checkbox"/> Written policies and procedures. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>1.2 The LEA uses developmentally appropriate measures to identify and place ELs in a program.</b> PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (c), 9101 (25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance regarding what measures are considered developmentally appropriate to determine English learners' proficiency in English. <input type="checkbox"/> Evidence that a diagnostic instrument is used for identification and initial placement. <input type="checkbox"/> A description of how data informs placement decisions. <input type="checkbox"/> Written policies and procedures. <input type="checkbox"/> Informational documents for parents. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>1.3 The LEA uses developmentally appropriate measures to exit and reclassify ELs.</b> PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (c), Section 3301 (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A description of exit criteria and procedures that includes an example of how a student progresses through the exit and reclassification process. <input type="checkbox"/> An example of how a student progresses through the intake process such as a flowchart or decision-making tree. <input type="checkbox"/> A description of how data informs exit decisions. <input type="checkbox"/> A description of reclassification procedures. <input type="checkbox"/> A description of how a student progresses through the EL program <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 1: Identification, Placement and Program Exit</b> LEAs must identify and place EL in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<p><b>1.4 The LEA communicates with parents regarding their children's participation in the language instruction program in an understandable and uniform format and in the parents' primary language.</b></p> <p><i>a. Federal (Title III):</i></p> <ul style="list-style-type: none"> <li>• <i>Within 30 days upon entering the program if the child enrolled at the beginning of the school year.</i></li> <li>• <i>Within two weeks after the enrollment of the child in a program during the middle of the school year.</i></li> </ul> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (a)-(d)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A description of LEA's communication initiatives as related to EL programming. <input type="checkbox"/> Samples of parent notification letters (returned to sender). <input type="checkbox"/> Communications such as emails, forms or phone logs. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<p><b>1.5 The LEA parent notice includes all required elements as follows:</b></p> <p><i>a. The reasons why the child has been placed in the program.</i></p> <p><i>b. The child's level of English proficiency, how the level was assessed and the child's current level of academic achievement.</i></p> <p><i>c. The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction.</i></p> <p><i>d. How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and meet academic achievement standards for grade promotion and graduation.</i></p> <p><i>e. The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary-level programs, the expected graduation rate.</i></p> <p><i>f. How the program meets the objectives of the child's individual education program (IEP), if applicable.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Samples of parent notification letters. <input type="checkbox"/> Other:

<b>Element 1: Identification, Placement and Program Exit</b> LEAs must identify and place EL in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<p><i>g. The right of the parents to have the child immediately removed from the program on request.</i></p> <p><i>h. The options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available.</i></p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (a)-(d)</p>				
<b>Needed Actions/Questions:</b>				

<b>Element 2: Appropriate Programs</b> LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>2.1 The LEA has in place a written plan of services that:</b> <ul style="list-style-type: none"> <li>a. <i>Describes the amount, scope and sequence of instructional services and is specific to each level of language proficiency.</i></li> <li>b. <i>Is aimed at providing high-quality language instructional programs that may make instructional use of both English and a child's native language to enable the child to develop English proficiency.</i></li> <li>c. <i>Is based on research demonstrating the effectiveness of the program in increasing English proficiency in speaking, reading, writing and listening comprehension, and student academic achievement in the core academic subjects.</i></li> </ul> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3116, Section 3301 (8)</p> <p>Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A description of the EL program that includes a description of the types of services provided. <input type="checkbox"/> A description of how the EL program is differentiated to accommodate the progress of students in academic proficiency. <input type="checkbox"/> Rationale or data that informed decisions regarding EL program design. <input type="checkbox"/> Evidence that the EL program is included in the LEA's curriculum-writing process. <input type="checkbox"/> Evidence of English language proficiency (ELP) standards implementation and <u>their</u> to content standards, especially for those courses or services that are credit-bearing. <input type="checkbox"/> Evidence of participation in staff training for implementation of ELP and content standards for ELL. <input type="checkbox"/> Sample student schedules, teacher schedules and master schedules as evidence that schedules support curriculum implementation. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>2.2 The programs and activities are evaluated to determine effectiveness. The evaluation must be:</b> <ul style="list-style-type: none"> <li>a) <i>Based on an educational theory.</i></li> <li>b) <i>Based on reasonable calculations of the programs and practices, including resources and personnel to implement this theory effectively.</i></li> <li>c) <i>Adjusted where needed to ensure language barriers are actually being overcome.</i></li> </ul> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (b)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessment. <input type="checkbox"/> Minutes from data retreats. <input type="checkbox"/> Written evaluation. <input type="checkbox"/> Evidence of necessary adjustments being made to the program. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>2.3 Elementary and/or secondary school language instruction educational programs for English learners are coordinated with other relevant</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Examples of collaboration may include Title I Part A, Title I Part C, Title II Part A, Title II Part D, Title III, Title IV, Title V, Special Education, curriculum

<b>Element 2: Appropriate Programs</b> LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>programs and services for maximal use of resources.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (d) (4)				review, tutoring, parent involvement and professional development initiatives and other grants such as 21st Century, Drop Out Prevention, Refugee School Impact Grant, Title III Immigrant or other.  <input type="checkbox"/> Observations of program implementation. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>2.4 If applicable, the LEA has implemented specific programs for immigrant children and youth.</b>  PL 107-110, the No Child Left Behind Act of 2001, Sections 3115 (e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III Immigrant Children and Youth work plan. <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 3: Appropriate Staff and Professional Development</b> LEAs must utilize appropriate staff to serve ELs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>3.1 The LEA assures that teachers are licensed and highly qualified in their teaching assignments.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 1115 (c)(1)(E), 1119 (a)-(c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence that all teachers are licensed and highly qualified in their teaching assignment. <input type="checkbox"/> Teacher licensure files folders. <input type="checkbox"/> A description of the process for certifying highly qualified staff and for ensuring teacher fluency in English and any other language used for instruction. <input type="checkbox"/> A description of the instructional responsibilities of the staff. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>3.2 The LEA assures that all teachers in any language instruction program for ELs are fluent in English and in any other language used for instruction, including having written and oral communication skills.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3116 (c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher licensure files folders. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>3.3 The LEA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher including individuals employed in the language instruction program.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3301 (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Paraprofessionals' job descriptions. <input type="checkbox"/> Schedules of paraprofessionals and teachers. <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 3: Appropriate Staff and Professional Development</b> LEAs must utilize appropriate staff to serve ELs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<p><b>3.4 Professional development is:</b></p> <ul style="list-style-type: none"> <li>a. <i>Based on the needs assessment.</i></li> <li>b. <i>Provided to classroom teachers (including mainstream teachers), administrators, principals, and other school or community-based organizational personnel who work with participating children.</i></li> <li>c. <i>Designed to improve the instruction and assessment of English learners.</i></li> <li>d. <i>Designed to enhance the ability of all teachers working with English learners to understand and use curricula, assessment measures, and instructional strategies for English learners.</i></li> <li>e. <i>Based on research demonstrating the effectiveness of the professional development in increasing children's English proficiency or increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers instructing English learners.</i></li> <li>f. <i>Of sufficient intensity and duration to have a lasting impact on teacher performance. The program does not consist solely of one-day workshops and conferences.</i></li> </ul> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (c)(2)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A description of professional development initiatives focused on teaching EL students for instructional and non-instructional staff.</li> <li><input type="checkbox"/> Needs assessment results.</li> <li><input type="checkbox"/> Agendas from trainings.</li> <li><input type="checkbox"/> Sign-in sheets for trainings.</li> <li><input type="checkbox"/> Other:</li> </ul>
Needed Actions/Questions:				

<b>Element 4: Parent Involvement</b> LEAs must involve parents and community in the planning, development and implementation of the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>4.1 The LEA has implemented an effective means of outreach to parents of limited English proficient children to inform such parents how they can:</b>  <i>a. Be involved in the education of their children.</i>  <i>b. Be active participants in assisting their children to learn English and achieve high levels in core academic subjects; meet the same state academic standards as all children are expected to achieve.</i>  <i>c. Access school and district EL program information.</i>  PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A written parent involvement policy. <input type="checkbox"/> A description of the LEA's parent involvement initiatives as related to English learners. <input type="checkbox"/> Meeting/training schedules. <input type="checkbox"/> Process for communicating to parents on how they access the district EL program. <input type="checkbox"/> An example of information disseminated to all the stakeholders including district and building staff, parents, students and community members. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>4.2 The LEA holds regular meetings and sends parents of ELs notices of such meetings for the purpose of formulating and responding to recommendations from parents.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (e)(2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of notices sent to parents asking for parents' input and responding to it. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>4.3 The LEA promotes parental and community participation in the planning, development and implementation of the parent involvement program and programs for English learners.</b>  PL 107-110, the No Child Left Behind Act of 2001, 3116 (b)(4)-(5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting minutes. <input type="checkbox"/> Agendas. <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 5: Accountability Requirements</b> LEAs must adhere to state and federal accountability requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>5.1 The LEA ensures that all English learners are annually assessed and assessment is in accordance with state and federal requirements.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (a) (1) -(4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A description of the testing program and procedures. <input type="checkbox"/> A description of progress data and how the progress data informs programming decisions. <input type="checkbox"/> A description of how accommodations are being used. <input type="checkbox"/> Evidence that all English learners participate in statewide and district assessments. <input type="checkbox"/> Assessment policy and procedures. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>5.2 The LEA has met the three required Annual Measurable Achievement Objectives (AMAOs) or has implemented improvement planning accordingly.</b>  PL 107-110, the No Child Left Behind Act of 2001, Sections 3122 (b)(2), (b)(3)(A) & (b)(4)(A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> AMAO Improvement Plan. <input type="checkbox"/> AMAO Program Modification Plan. <input type="checkbox"/> Evidence of training related to improvement planning. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>5.3 The LEA notifies all parents or guardians of their school's failure to make progress on the AMAOs no later than 30 calendar days after such failure occurs.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Sample letter to parents/guardians <input type="checkbox"/> Evidence that letter was sent to all EL parents. <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 5: Accountability Requirements</b> LEAs must adhere to state and federal accountability requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>5.4 Policies and procedures related to individual student data collection, which adhere to state and federal requirements including Plyler v. Doe are in place.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of a process for providing technical assistance to schools on how to administer English language proficiency assessments and statewide assessments with accommodations.  <input type="checkbox"/> Evidence that EL programs and programs for immigrant and refugee children are evaluated using assessment and other data.  <input type="checkbox"/> Evidence that no questions are asked on the enrollment documents that might reveal the immigration status of students.  <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>5.5 For Title III Immigrant Children and Youth, the LEA has a data collection system to ensure that the immigrant student count submitted to OSSE includes only eligible immigrant students.</b>  PL 107-110, the No Children Left Behind Act of 2001, Section 3301 (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of data collection procedures.  <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 6: Fiscal Requirements</b> LEAs must adhere to state and federal fiduciary requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<p><b>6.1 The LEA can demonstrate that it is not using Title III funds to provide services that it is required to make available under state or local laws or other federal laws including to administer assessments; and it is not using Title III funds to provide services that it provided in the previous year with state, local or other federal funds.</b></p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (g)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of required and authorized activities. <input type="checkbox"/> Documents which describe what is provided with the state-funded EL program and what is provided with Title III funding. <input type="checkbox"/> A description of how Title III and other funding sources are integrated including a breakdown of line item expenditures. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<p><b>6.2 Fiscal management procedures ensure state and federal requirements, including appropriate time and effort record keeping, evidence of a two percent (2%) administrative cap, and evidence that purchased equipment is properly labeled and inventoried.</b></p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (b); Education Department General Administrative Regulations § 80.20 (b), § 80.32(c)-(e); 80.33</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of required and authorized activities. <input type="checkbox"/> Documents which describe what is provided with the state-funded EL program and what is provided with Title III funding. <input type="checkbox"/> A description of how Title III and other funding sources are integrated including a breakdown of line item expenditures. <input type="checkbox"/> Other:
Needed Actions/Questions:				

<b>Element 7: (DCPS ONLY) Non-public School Participation in Language Instruction Education Program</b> The LEA must include non-public school participation in language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
<b>7.1 The LEA has consulted with nonpublic schools to determine services for English learners that are located in the geographic area served by the LEA.</b>  PL 107-110, the No Child Left Behind Act of 2001, Section 3231(d)(2)(B)  PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506  Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> A description of the consultation process. <input type="checkbox"/> A timeline of district-initiated consultation with non-public schools. <input type="checkbox"/> Copies of meeting agendas. <input type="checkbox"/> Letters of Intent to Participate, if applicable. <input type="checkbox"/> Affirmation of Consultation With Non-public School Officials Including Student Selection Criteria. <input type="checkbox"/> Other:
Needed Actions/Questions:				
<b>7.2 The LEA has consulted with appropriate non-public school officials during the design and development of the Title III program on issues such as:</b>  <i>a. How the English learners' needs will be identified.</i> <i>b. What services will be offered.</i> <i>c. How, where, and by whom the services will be provided.</i> <i>d. How the services will be assessed and how the results of the assessment will be used to improve those services.</i> <i>e. How and when the district will make decisions about the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of contract services through potential third-party providers.</i> <i>f. The size and scope of the services to be provided to the nonpublic school children and educational personnel.</i> <i>g. The amount of funds available for those services.</i>  PL 107-110, the No Child Left Behind Act of 2001,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of process for providing technical assistance to nonpublic schools on how to: <ol style="list-style-type: none"> <li>Identify English learners.</li> <li>Size and scope of services.</li> <li>Administer English language proficiency assessments and statewide assessments with accommodations.</li> </ol> <input type="checkbox"/> Written agreements with non-public schools regarding providing equitable services to eligible students. <input type="checkbox"/> A description of the consultation process. <input type="checkbox"/> Evidence of assessment of non-public students and evaluation of effectiveness of services. <input type="checkbox"/> Documentation of how non-public students are identified. <input type="checkbox"/> Documentation of how teachers' needs were identified. <input type="checkbox"/> Other:

<b>Element 7: (DCPS ONLY) Non-public School Participation in Language Instruction Education Program</b> The LEA must include non-public school participation in language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation
Section 3231(d)(2)(B), 3214(g)(1)(C)  PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506  Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662				
Needed Actions/Questions:				
<b>7.3 The LEA ensures equitable participation by public and non-public students in a Title III program. Equitable means:</b>  <i>a. The LEA assesses, addresses and evaluates the needs and progress of public and non-public school students and educational personnel on a comparable basis.</i>  <i>b. The LEA provides approximately the same amount of services to students and educational personnel with similar needs.</i>  <i>c. The LEA spends an equal amount of funds to serve similar public and non-public school students and educational personnel.</i>  <i>d. The LEA provides both groups of students and educational personnel equal opportunities to participate in program activities.</i>  PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506  Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Program description. <input type="checkbox"/> Schedules of nonpublic students. <input type="checkbox"/> Other:
Needed Actions/Questions:				

# 1.D Home Language Survey

## OSSE Home Language Survey (HLS) Form

Complete this Home Language Survey at the Student's initial enrollment in a District of Columbia School.

This form must be signed and dated by the Parent or Guardian.

This form must be kept in the student's file.

School: _____ Student ID #: _____	
Student's Last Name: _____ Student's First Name _____	
<p><b>English</b></p> <ol style="list-style-type: none"> <li>Is a language other than English spoken in your home?  <input type="checkbox"/> No <input type="checkbox"/> Yes _____ (specify language)</li> <li>Does your child communicate in a language other than English?  <input type="checkbox"/> No <input type="checkbox"/> Yes _____ (specify language)</li> <li>What is your relationship to the child?  <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify) _____</li> </ol> <p>If the answer to question 1 or 2 is Yes, the law requires your child's English language proficiency to be assessed.</p>	<p style="text-align: center; margin: 0;"><b>REGISTRAR PROCESS:</b></p> <ul style="list-style-type: none"> <li>If a parent/guardian does not speak English and your school does not have staff that speaks the parent/guardian's language, please use the Language Line for communication (1-800-752-6096).</li> <li>If the HLS indicates a language other than English is spoken in the home, then further assessment must be conducted to determine the student's English-language proficiency level.</li> </ul>
<p><b>Español (Spanish)</b></p> <ol style="list-style-type: none"> <li>¿Se habla otro idioma que no sea el inglés en su casa?  <input type="checkbox"/> No <input type="checkbox"/> Sí _____ (idioma)</li> <li>¿Habla el estudiante un idioma que no sea el inglés?  <input type="checkbox"/> No <input type="checkbox"/> Sí _____ (idioma)</li> <li>¿Cuál es su relación con el estudiante?  <input type="checkbox"/> Padre <input type="checkbox"/> Madre <input type="checkbox"/> Guardián <input type="checkbox"/> Otro (especifique) _____</li> </ol> <p>Si la respuesta a la pregunta 1 ó 2 es "Sí", la ley requiere que se evalúe la fluidez de su hijo/a en el idioma inglés.</p>	<p><b>Français (French)</b></p> <ol style="list-style-type: none"> <li>Parlez-vous une langue autre que l'anglais à la maison ?  <input type="checkbox"/> Non <input type="checkbox"/> Oui _____ (spécifiez la langue)</li> <li>Votre enfant communique-t-il dans une langue autre que l'anglais ?  <input type="checkbox"/> Non <input type="checkbox"/> Oui _____ (spécifiez la langue)</li> <li>Quel est votre relation avec l'enfant ?  <input type="checkbox"/> Père <input type="checkbox"/> Mère <input type="checkbox"/> Tuteur <input type="checkbox"/> Autre (spécifiez) _____</li> </ol> <p>Si la réponse à la question 1 ou 2 est Oui, la loi exige que les compétences de votre enfant en anglais soit évaluées.</p>
<p><b>中文 (Chinese)</b></p> <ol style="list-style-type: none"> <li>您家中是否使用不是英语的另外一种语言?  <input type="checkbox"/> 否 <input type="checkbox"/> 是 _____ (请注明语言)</li> <li>您的孩子会使用不是英语的另一种语言交流吗?  <input type="checkbox"/> 不会 <input type="checkbox"/> 会 _____ (请注明语言)</li> <li>您和孩子的关系是什么?  <input type="checkbox"/> 父亲 <input type="checkbox"/> 母亲 <input type="checkbox"/> 监护人 <input type="checkbox"/> 其它(请注明) _____</li> </ol> <p>如果第一或第二项问题的答案为“是”，法律要求评估您孩子的英语熟练能力 (English language proficiency)。</p>	<p><b>Tiếng Việt (Vietnamese)</b></p> <ol style="list-style-type: none"> <li>Có ngôn ngữ nào khác ngoài tiếng Anh được nói ở nhà quý vị không?  <input type="checkbox"/> Không <input type="checkbox"/> Có _____ (xin ghi rõ ngôn ngữ nào)</li> <li>Con em quý vị có nói một ngôn ngữ nào khác ngoài tiếng Anh không?  <input type="checkbox"/> Không <input type="checkbox"/> Có _____ (xin ghi rõ ngôn ngữ nào)</li> <li>Xin cho biết liên hệ của quý vị với con em?  <input type="checkbox"/> Cha <input type="checkbox"/> Mẹ <input type="checkbox"/> Giám hộ <input type="checkbox"/> Liên hệ khác (xin ghi rõ)</li> </ol> <p>Nếu trả lời của câu hỏi 1 hoặc 2 là Có, luật lệ đòi hỏi con em quý vị phải được thẩm định trình độ thông thạo Anh ngữ.</p>
<p><b>አማርኛ (Amharic)</b></p> <ol style="list-style-type: none"> <li>በቤትዎ ውስጥ ከእንግሊዘኛ ሌላ የሚነገር ቋንቋ ስለት?  <input type="checkbox"/> የለም <input type="checkbox"/> አዎን _____ (ቋንቋውን ይጥቀሱ)</li> <li>ልጅዎ ከእንግሊዘኛ ሌላ የሚነገር ብት ሌላ ቋንቋ ስለት?  <input type="checkbox"/> የለም <input type="checkbox"/> አዎን _____ (ቋንቋውን ይጥቀሱ)</li> <li>ለልጁ ያለዎት ዝምድና ምን ይገኛው?  <input type="checkbox"/> አባት <input type="checkbox"/> አናት <input type="checkbox"/> አሳዳጊ <input type="checkbox"/> ሌላ _____ (ይገለጹ)</li> </ol> <p>ስጥ ያቋ 1 ወይም 2 መልስዎ አዎን ከሆነ፣ የልጅዎ የእንግሊዘኛ ቋንቋ ቅልጥፍና ችሎታው ይረጃ እንዲገምገም ህጉ ያዛል።</p>	<p><b>School Official's Comments:</b></p>   

Signature of School Official

Date

Signature of Parent/Guardian

Date

## 1.E OSSE On-site Monitoring Agenda Sample



### AGENDA

Division of Elementary & Secondary Education - Teaching and Learning  
Title III, Part A Program On-Site Monitoring

March 8 and 11, 2013

**DAY ONE:** Friday, March 08, 2013

Time	Location	Activities
09:00 – 09:45	Office of Bilingual Education (OBE)	<p><b>Entrance Conference</b>                      Introductions                      LEA Staff: Grants Manager, Title III Coordinator, and Office of Bilingual Education (OBE) Director                      OSSE Monitoring Team</p> <p><b>Purpose of On-Site Monitoring</b>                      Overview of Title III, Part A of the Elementary &amp; Secondary Education Act of 1965, as amended                      Review Implementation of Entitlement Programs</p> <p><b>Scope of On-Site Monitoring</b>                      Pre-Visit Desk Review Report                      Records to be Reviewed                      Agenda for the Day</p>
09:45 – 10:45		<p><b>Facility Walk-Through</b>                      with OBE Director</p>
10:45 – 12:00		<p><b>Fiscal Interview</b>                      Grants Management Team, Title III Coordinator</p>
12:00 – 01:00		<p><i>Working Lunch</i></p>
01:00 – 02:00		<p><b>Day 1 Debrief</b>                      LEA Staff – Grants Manager, Title III Coordinator, and Office of Bilingual Education (OBE) Director</p>

**DAY TWO:** Monday, March 11, 2013

Time	Location	Activities
12:00 – 12:30	Bruce-Monroe Elementary School @ Park View	<p align="center"><b>School Entrance Conference</b></p> <p align="center">Introductions</p> <p>LEA Staff: Grants Manager, Title III Coordinator, Office of Bilingual Education (OBE) Director, and School Principal, and School ESL Coordinator</p> <p align="center">OSSE Monitoring Team</p> <p align="center"><b>Purpose of School Visit</b></p> <p>Overview of Title III, Part A of the Elementary &amp; Secondary Education Act of 1965, as amended</p> <p align="center">Review Implementation of Entitlement Programs</p> <p align="center"><b>Scope of Visit</b></p> <p align="center">Supporting Documents</p> <p align="center">Agenda for the Day</p> <p align="center"><b>School ESL Program Overview</b></p> <p align="center">by the School Principal</p>
12:30 – 02:00		<p align="center"><b>Programmatic Interview</b></p> <p>Grants Manager, Title III Coordinator, Office of Bilingual Education (OBE) Director, Principal, ESL Coordinator, Test Coordinator ESL Teacher, General Education Teacher, Paraprofessionals, and Parent(s)</p>
02:00 – 03:00		<p align="center"><b>Classroom Observations</b></p>
03:00 – 03:45		<p align="center"><b>Document Review</b></p> <p align="center">of Additional Programmatic and Fiscal Documents</p>
03:45 – 04:00		<p align="center"><b>OSSE Team Debriefing</b></p>
04:00 – 04:30		<p align="center"><b>Exit Conference</b></p> <p>LEA Staff: Grants Manager, Title III Coordinator, and Office of Bilingual Education (OBE) Director</p> <p align="center">OSSE Monitoring Team</p>

## 1.F Sample Parent Notification Letter

### School Contact Information

Dear Parents,

The staff of School Name has completed the assessment of your child's English language proficiency using the Test Name (Pre-IPT, K-WAPT, W-APT). Results of the assessment indicate that he/she is/is not proficient in English. This test, however, is only a screener test. Therefore, your child will be re-assessed for English language proficiency with the ACCESS for English Language Learners test (ACCESS for ELLs), during the annual testing period in the spring. Once your child has a composite score of 5.0 or above on the ACCESS for ELLs test, your child will no longer be required to take this test.

School Name assessment procedures are in accordance with the No Child Left Behind Act, which requires all schools to assess for English language proficiency in the four domains of reading, writing, listening and speaking.

We will be more than happy to discuss any concerns or answer any questions you may have in this regard.

Sincerely,

## 1.G Reimbursement Workbook

To receive reimbursement for grant program expenditures, LEAs must complete and submit a reimbursement workbook electronically. For Title III, Part A funding reimbursements, LEAs should use Workbook 1: Title I–IV, Part A, Consolidated Programs, which can be found on the OSSE website at: <http://osse.dc.gov/service/reimbursement-and-reporting>.

## 1.H State Title III Advisory Committee, 2013

**Bryan Sebobo, Chair**

ESEA Title III Specialist  
Office of the State Superintendent of Education  
Government of the District of Columbia

**Charlene Roach-Glymph**

Director of Student support Services  
Center City Public Charter Schools

**David Bravo-Gonzalez**

Coordinator of English Language Learning  
Elsie Whitlow Stokes Public Charter School

**Eunice Molina-Turner**

Founder and Executive Director  
National Teacher Assistance Organization

**John Segota, CAE**

Associate Executive Director for Public Policy  
& Professional Relations  
TESOL International Association

**Katarina Brito**

Bilingual Program Developer  
Office of Bilingual Education  
District of Columbia Public Schools

**Maria del Rosario Bastera**

Deputy Director  
The Mid-Atlantic Equity Center

**Megan Sands**

Associate Director of Language Acquisition  
Center City Public Charter Schools

**Natasha Quiroga**

Counsel  
Educational Opportunities Project Lawyers'  
Committee for Civil Rights Under Law

**Michelle Blakey-Tuggle**

Assessment Specialist  
Office of the State Superintendent of Education  
Government of the District of Columbia