



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

Annual Grants Monitoring Indicators for Fiscal Year 2023 Evidence List for Title III, Part A

This document lists indicators that apply to local education agencies (LEAs) receiving programmatic monitoring for Title III, Part A and the corresponding mandatory evidence for each.

LEAs must upload all mandatory evidence to [Box](#) by **March 27, 2024**. Based on reviewing the evidence LEAs provide by March 28, the Office of the State Superintendent of Education (OSSE) may request additional evidence.

To receive access to [Box](#): All staff designated in one or more of the following roles in the [IDS All Staff Collection](#) (formerly eSchoolPlus), as appropriate for their role at the LEA, will receive access to Box.

- Head of School
- LEA Data Manager
- LEA Finance/Grants Manager

Anyone with the LEA Data Manager designation at an LEA can assign their colleagues to one of these roles in the system. Once that occurs and the system refreshes overnight, the staff member receives an automated email the next day that allows them to create a Box account and access the pertinent folders, including monitoring.

For questions or additional information related to monitoring, please contact OSSE.Monitoring@dc.gov.

Indicator 1.1

The grantee ensures that all ELs are annually assessed to determine English language proficiency and that the assessments used are aligned with the State's English language proficiency standards. (ESEA §1111(b))

Description of Evidence
Mandatory: On file with OSSE in assessment data.

Indicator 1.2

The grantee complies with the State's requirement of completing the Home Language Survey at initial enrollment to identify potential English learners (ELs). (ESEA §1111(b)(2)(B)(vii)(III))

Description of Evidence
Mandatory: At least two copies of the Home Language Survey (HLS) collected from parents (one English and one translated version) for any students newly enrolled in a public school in the District of Columbia without record of a previously administered HLS in the monitored school year.

Indicator 1.3

The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency. (ESSA 3121(a)(2), (a)(5))

Description of Evidence
Mandatory: Staff protocol, standard operating procedure or manual for data managers responsible for student demographic data related to English learners in effect in the monitored school year.

Indicator 1.4

The grantee assists ELs in meeting the challenging WIDA English Language Proficiency Standards. (ESEA §3116(b))

Description of Evidence
Mandatory: Evidence of a language education instruction program (LIEP) and professional development program for educators on English Language Proficiency standards in operation in the monitored school year.
<u>Evidence may include:</u> <ul style="list-style-type: none">- Documents showing implementation of the LIEP described in the application- Presentation materials from meetings and/or trainings for staff on EL standards and EL instruction (e.g., discussion or talking points, template or conversation guide, list of questions, PPT)

Indicator 2.1

The grantee ensures that within 30 calendar days of the start of the school year OR within two weeks of a placement for students who enroll after the start of the school year, parents are notified of an English learner identified for participation or participating in a language instruction educational program (LIEP). The parent notification must include all seven statutorily required elements. (ESEA 1112(e)(3)(A)(i-vii), 1112(e)(3)(B))

Description of Evidence
Mandatory: At least two copies of notifications sent to parents that include all seven statutory requirements (one English and one translated version) in the monitored school year..

Indicator 2.2

The grantee ensures that funds support implementation of effective means of outreach to parents of ELs on how they can be involved in the education and be active participants in assisting their children to (a) attain English proficiency; (b) achieve at high levels within a well rounded education; and (c) meet the challenging State academic standards expected of all students. (ESEA §1112(e)(3)(C)(i))

Description of Evidence
Mandatory: Evidence that the LEA conducted effective outreach to parents of ELs in the monitored school year with each of the specific forms of assistance listed in the indicator.
<u>Evidence must include:</u> <ol style="list-style-type: none">1. Documentation of assisting parents to help their children reach English language proficiency.2. Documentation of assisting parents to help their children achieve academically in all subjects and in meeting the standards.
<u>Evidence may include:</u> <ul style="list-style-type: none">• Communication logs with parent(s) of ELs related to student performance• Translated notices, invitations, meeting materials, reports, or training documents (one English, one translated version) for outreach events related to the requirements in the indicator• Calendar of events for EL community intended to assist parents to help their children achieve English proficiency and academically

Indicator 2.3

The grantee holds regular meetings and sends parents of ELs notices of such meetings for the purpose of ESEA §1112(e)(3)(C)(ii):

1. Formulating and responding to recommendations from parents;
2. Informing parents how to actively participate in the education of their child;
3. Informing parents how to be informed of decision related to services provided to ELs.

Description of Evidence
<p>Mandatory: Evidence that the LEA holds meetings with parents of ELs for the purposes of conducting each of the activities in the indicator in the monitored school year.</p> <p><u>Evidence may include:</u></p> <ul style="list-style-type: none">• Agendas, attendance records, and minutes• Materials shared about opportunities for parents/families of ELs to participate in their child's education (one English, one translated version)• Presentation materials from parent meetings and/or events related to supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, one English and one translated version of any PowerPoint or resources provided).

Indicator 2.4

The LEA has evidence that effective professional development was offered to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel ESEA §3115(c)(2).

Description of Evidence
<p><u>Examples of accepted evidence</u></p> <p>Professional development plan related to ELs</p> <p>Teacher development materials that reflect the design of the development plan for English learners</p> <p>Professional development calendar including dates, topics and presenters</p> <p>Written process of approving teacher initiated professional development requests</p>

Indicator 2.5

The subgrantee provided and implemented other effective activities and strategies to enhance or supplement language instruction educational programs for English learners.

Description of Evidence
<p><u>Examples of accepted evidence</u></p> <p>Agendas, attendance records, and minutes</p>

Materials shared about opportunities for parents/families of ELs to participate in their child's education (one English, one translated version
 Presentation materials from parent meetings and/or events related to supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, one English and one translated version of any PowerPoint or resources provided).

Indicator 2.6

The grantee has a current, approved Local Educational Agency Plan with all statutorily required components. (ESEA §3116(a) - (b))

Description of Evidence
Mandatory: LEA Plan (On file with OSSE)
Mandatory: Evidence of implementation of LEA Plan
<p><u>Examples of accepted evidence demonstrating implementation of LEA Plan</u></p> <ul style="list-style-type: none"> - Documentation of programs and activities - Documentation of PD for teachers and school staff - Documentation of involvement of parents, families and community members - Invitations/notices of meetings or surveys to solicit input - Sample of documents examined during stakeholder engagement activities - Revisions to the LEA plan reflecting stakeholder input

Indicator 2.7

The grantee ensures that all teachers in any language instruction educational program for English learners that is, or will be funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills. (ESEA §3116(c))

Description of Evidence
Mandatory: Evidence that teachers in any language instruction educational program are fluent in English and any other language used for instruction (e.g. job posting, hiring criteria, B.A. or other evidence of college degree)

Indicator 2.8

The programs and activities are evaluated to determine effectiveness that includes the statutorily required components (conducted at the conclusion of every two years). (ESEA §3121 (a)(1 - 7))

Description of Evidence

Examples of accepted evidence

- Written LIEP evaluation with the seven required components
- Evidence of necessary adjustments made to the program
- Agendas, meeting minutes or communications regarding LIEP evaluation
- Revised policies indicating changes as a result of studying effectiveness
- Summary of evaluation results