



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 30, 2010

MEMORANDUM

TO: All District Superintendents and Title III English Language Learners/ Immigrant Program Directors

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: English Language Learners/Immigrant Program Evaluation

The Michigan Department of Education (MDE) is required to review all English Language Learners (ELL)/Immigrant program performance to ensure the educational needs of ELL/Immigrant students are being met under the No Child Left Behind Act.

In order to comply with this requirement, all ELL/Immigrant programs are required to complete a self-evaluation annually. (**Please note:** non-Title III funded school districts have the option to voluntarily conduct the self-evaluation in line with Office of Civil Rights requirements.) The Office of Field Services will use an evaluation tool developed by members of the ELL Advisory Committee to assist programs to provide a self-assessment of their program's performance. It will also provide valuable insights into the programs effectiveness in increasing English acquisition and positively impacting academic achievement.

The following tools are included:

- ✓ Title III Program Evaluation Checklist addresses the requirements of Title III.
- ✓ Title III Program Evaluation Guide provides a process of quality program evaluation.
- ✓ Resources for Title III Program Development and Continuous Improvement provides a list of links and resources for districts to strengthen and improve their programs.

The Title III ELL/Immigrant Evaluation Checklist will be administered as follows:

1. The attached Title III Program Evaluation Tool will need to be completed and returned to the Office of Field Services electronically to saenzr@michigan.gov no later than October 25, 2010.
2. The completed self-evaluation will be reviewed and analyzed to determine performance level and whether a district requires support/guidance on improving and strengthening their program.

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3. Please note that consortium districts are to complete their individual Evaluation Checklist and return it to their consortium leader for submission.

The Title III program evaluation tool is available through the Office of Field Services website. Please visit www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html.

In addition to the self-evaluation, the department will monitor grant recipients utilizing various types of monitoring review, such as:

- ✓ Field Service Team reviews that will focus in on specific program areas.
- ✓ Desk/telephone reviews will be conducted for programs that have demonstrated positive outcomes based on state achievement data for ELLs and positive program outcomes.
- ✓ On site review for programs that have not made significant progress on the Adequate Yearly Progress (AYP) and Annual Measurement Achievement Objectives (AMAOs).

Upon completion of reviewing the self-evaluation for each program/district, individual monitoring sessions will be scheduled.

In addition, should you have any questions regarding this process or the evaluation tool, please contact Roberto Saenz, Title III Evaluation/Monitoring Consultant, or Dr. Shereen Tabrizi, Manager, Special Populations Unit at (517) 373-6066.

Attachment

cc: Michigan Education Alliance

**TITLE III
PROGRAM EVALUATION**

MICHIGAN DEPARTMENT OF EDUCATION

September, 2010



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- *MI-MAP Modules* available from Michigan Department of Education, Office of School Improvement

OVERVIEW OF THE MICHIGAN TITLE III PROGRAM EVALUATION

INTRODUCTION

An increasing number of English Language Learners (ELLs) are enrolled in schools throughout Michigan. To meet the needs of ELLs in Michigan, *No Child Left Behind* 2001 (NCLB) requires that the State Educational Agencies (SEA) review the Local Educational Agency (LEA) programs that have been designed and implemented to increase the language acquisition and academic achievement of ELL enrolled in their schools.

Every year LEAs report demographic and academic achievement assessment data on ELLs to the Michigan Department of Education (MDE). In addition, to meet the requirements for NCLB, the MDE provides this Title III Program Evaluation document. This document includes a self-study guide and provides a process to review the efficacy of the Title III program so that LEAs are able to continually improve the services provided to ELLs.

SECTION A: EVALUATION CHECKLIST

The Evaluation Checklist is organized into 6 areas that address the requirements of Title III. These areas are:

- Administrative Responsibilities
- Student Identification
- Parent and Community Involvement
- Instructional Programs and Assessment
- Teacher Qualifications and Professional Development
- Program Evaluation and School Improvement

SECTION B: TITLE III PROGRAM EVALUATION GUIDE

The Title III Program Evaluation Guide encourages districts to go beyond minimal compliance. The resources available in this section provide a self-study format that lead districts through a process of quality program evaluation.

In collaboration with Teachers of English as a Second Language (TESOL) and National Association for Bilingual Education (NABE), National Study of School Evaluation (NSSE) has developed a guide for school staff to use as they evaluate their program from a data-driven and standards-based perspective. The guide features indicators of high-performing instructional and organizational systems as they relate specifically to English Language Learners.

Using the focus questions in this guide, programs are able to gather and analyze data about their ELL services in the areas of curriculum, instructional strategies and assessments of student learning. This information can be used by the entire school community as a basis for discussion about how to improve ELL student learning, not only in the area of English acquisition, but also in learning academic English for success in the core content areas.

Resource: *English as a Second Language K-12: Program-specific Indicators of Instructional Effectiveness and Indicators of Organizational Effectiveness*

(Available for purchase in CD-ROM format or as a web-based tool provided by National Study of School Evaluation)

<http://www.nsse.org>

(Also available within the following publication)

Program Evaluation: English as a Second Language. Comprehensive Guide for Standards-based Evaluation for Schools Committed to Continuous Improvement. National Study of School Evaluation, 2002. pp. 80-107)

SECTION C: RESOURCES FOR ESL PROGRAM DEVELOPMENT AND CONTINUOUS SCHOOL IMPROVEMENT

NSSE Program Evaluation Worksheets & Software Tools

MI-MAP Modules available from Michigan Department of Education, Office of School Improvement, <http://www.michigan.gov/mde>

- 1:6 Identification, Planning and Compliance for ELLs
- 1:7 Coordinating Support Services for ELLs with Special Needs
- 3:6 Creating a Supportive Teaching and Learning Environment for ELL students
- 3:7 Linking Home School and Community for Families of ELLs
- 5:7 Connecting Assessment to Student Achievement and Program Improvement for ELLs
- 5:8 Designing and Delivering Effective Instruction: How Can We Best Meet the Needs of Our ELLs?
- 5:9 Developing English Language Proficiency
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- 7:3 Preparing Teachers to Address the Linguistic and Cultural Needs of ELLs for Improved Learning

Resources

- *Non-Regulatory Guidance on the Title III State Formula Grant Program: Standards, Assessments, and Accountability.* U.S Department of Education, OELA, February 2003.
- *Program Evaluation: English as a Second Language – A Comprehensive Guide for Standards-based Program Evaluation for Schools Committed to Continuous Improvement.* National Study of School Evaluation, 2002.
- *Programs for English Language Learners: Resource Materials for Planning and Self-Assessments.* U.S. Department of Education, Office of Civil Rights, March 28, 2000.
- *The Program Evaluation Standards: How to Assess Evaluations of Educational Programs, 2nd edition.* The Joint Committee on Standards for Educational Evaluation, Sage Publications, 1994.
- *Asking the Right Questions: A Leader's Guide to Systems Thinking about School Improvement.* Mid-continent Research for Education and Learning (McREL), 2000.
- *Evaluating for Success - Comprehensive School Reform; An Evaluation Guide for Districts and Schools.* Mid-continent Research for Education and Learning (McREL), 1999.
- *Michigan K-12 English Language Proficiency Standards.* Michigan Department of Education, 2003.
- *PreK-12 English Language Proficiency Standards.* Teachers of English to Speakers of Other Languages, Inc. (TESOL), 2006.
- *Self-Assessment and Technical Assistance Document Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students.* Virginia Department of Education, 2004.
- *Self-Assessment and On-Site Review Process: Programs for English Language Learners, Title III.* Oregon Department of Education.
- *Title III Program Self-Assessment.* Indiana Department of Education.

Michigan Department of Education

2010-11 Title III

Program Evaluation / Review Checklist

PROGRAM REVIEW

Evaluation Checklist

School District:

Address:

Telephone:

Name of Person Authorized to Complete this report:

Date:

PROGRAM/ DISTRICT REVIEW Evaluation Checklist

C= Compliant IP= In Progress NC= Noncompliant NA= Not Applicable

ADMINISTRATIVE RESPONSIBILITIES

Question Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
1. Is the application for Title III funds on file at the district office? <i>[NCLB Sec. 3116 (a)]</i>	Title III application					
2. Does the district ensure that a plan for use of Title III funds has been submitted? <i>[NCLB Sec. 3116 (a)]</i>	Title III application					
3. If the LEA has been awarded a Title III subgrant of less than \$10,000, does the LEA ensure that it has entered into a consortium agreement with one or more other LEAs to be eligible to receive Title III, Part A funds? <i>[NCLB Sec. 3116]</i>	Copy of Title III consortium application.					
4. Did the district have authorization from the board to apply for Title III funds? <i>[NCLB Sec. 1120 (c)]</i>	Board approved action in meeting minutes. (This date corresponds to date submitted on subgrant application certification page.)					
5. Does the district maintain separate fiscal records for Title III? <i>[NCLB Sec. 1120 (a)]</i>	Last fiscal audit, federal funds narrative (note any audit exceptions). Approval for withholding indirect charges. Final, approved Title III budget. Last quarter receipts.					

6. Does the district comply with the supplement, not supplant provision of Title III, Part A? <i>[NCLB Sec. 3115 (g)]</i>	Final, approved Title III budget.					
7. Does the district spend no more than 2 percent of the Title III subgrant funds for administrative costs? <i>[NCLB Sec. 3115 (b)]</i>	Title III application					
8. Has the district submitted all required reports to the Michigan Department of Education?	MDE reporting forms Reimbursement requests Carryover addendum Amendments Other files					
9. Does the district maintain appropriate Title III records in a central location? Central administration files should include correspondence, documentation for identifying ELLs, program placement decisions, parental involvement and other information related to implementation of the program. <i>[NCLB Sec. 3116]</i>	Correspondence Program placement decisions Parental involvement Student achievement reports					
10. Does the district have processes in place to annually measure the English proficiency of English language learners?	Copy of processes followed in the annual testing period (state assessments and proficiency test) Dates proficiency test was administered Disaggregated state assessment data, including proficiency test					
11. Does the district have on file at the district office a description of the progress made by English language learners on English proficiency? <i>[NCLB Sec. 3121]</i>	Copy of description, data source Documentation of English proficiency data, including analysis and decisions made from such analysis.					

<p>12. Does the district have on file at the district office a description of the progress made by former English language learners (FLEP) in meeting challenging state academic content and performance standards for each of the two years after exiting the program? [NCLB Sec. 3121]</p>	<p>MEAP and ELPA assessment data</p>					
<p>13. Does the district have evidence that students who have exited the program are monitored at least two years after their exit notification? How many were found to be succeeding? How many were not successful? If not, was it due to English proficiency? How many returned to the ELL program? [NCLB Sec. 3121]</p>	<p>Procedures for monitoring Monitoring forms</p>					
<p>14. Does the district's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students? [NCLB Sec. 3116]</p>	<p>Copy of ELL instructional plan</p>					
<p>15. Does the district have procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency? [NCLB Sec. 3121]</p>	<p>Copy of procedures</p>					
<p>16. Does the district have a clear process for handling complaints related to services to ELLs? [Title VI – OCR Guidelines]</p>	<p>School Board Policy or written procedures document for complaint procedures</p>					

Immigrant Districts only						
17. The district has documentation to support eligible immigrant students. Sec 3301(6)(A-C)	Description of procedures for student selection and a list of students selected					
18. The district is implementing the allowable activities as specified in its application. Sec 3115(e)(1)	One or more examples of program or activity for immigrant students as outlined in the district application					

PROGRAM/ DISTRICT REVIEW Evaluation Checklist

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STUDENT IDENTIFICATION

Question (Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
19. Does the district have a home language survey to identify student's first or home language? <i>[NCLB Sec. 3127 Title VI - OCR Guidelines]</i>	Copy of home language survey Procedures for administering the home language survey					
20. Does the district have evidence that every K-12 student has completed home language surveys? <i>[NCLB Sec. 3127 Title VI - OCR Guidelines]</i>	Documentation demonstrating information gathered from home language survey					
21. Does the district have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year or two weeks if enrolled during the school year? <i>[NCLB Sec. 3115]</i>	Documentation of data gathered from English proficiency test. Copy of test (s)					
22. Does the district have procedures for determination of language proficiency by trained personnel? <i>[NCLB Sec. 3122]</i>	Documentation of time (s) test was administered					

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PARENT AND COMMUNITY INVOLVEMENT

Question (Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
23. Does the district have an effective means of parent outreach to ELL parents? <i>[NCLB Sec. 3302]</i>	Calendar of events Announcement of parent activities Personal interviews					
24. Does the district provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand? <i>[NCLB Sec. 3302 (c)]</i>	Evidence of parental information in language other than English if possible Evidence of parental information in language comprehensible to parents					
25. Does the district have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service? <i>[NCLB Sec. 3302 (a)]</i>	Copy of notice sent to parents Documentation of parents' refusal of services, if any					

<p>26. Does the district have evidence that parents who did not wish language support signed an informed refusal of service? <i>[NCLB Sec. 1112]</i></p>	<p>Letters sent</p> <p>Copies of signed letters of refusal</p> <p>Documentation of conversations with parents</p>					
<p>27. Does the district have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities? <i>[NCLB Sec. 3116]</i></p>	<p>Documentation of descriptions of activities, dates, and attendance</p>					
<p>28. Does the district annually disseminate to parents and private school officials, free of charge, information clearly describing the district's complaint procedures in a language that parents of ELL students can understand? <i>[Title VI-OCR Guidelines]</i></p>	<p>School Board Policy or written procedures document</p> <p>Sample letter, announcements, copies of district documents (i.e. handbook) in which these procedures are described for parents</p>					

PROGRAM/ DISTRICT REVIEW Evaluation Checklist

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INSTRUCTIONAL PROGRAMS AND ASSESSMENT

Question (Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
29. Does the district have a program of service that provides coherent, sustained English language development based on research or accepted theories? <i>[NCLB Sec. 3115]</i>	Copy of ELL program description Curriculum frameworks Curriculum maps					
30. Does the district have a program of services that provides meaningful access to all aspects of the instructional program including elective classes and special programs such as programs for talented and gifted students? <i>[NCLB Sec. 3115 & Title VI – OCR Guidelines]</i>	Copy of instructional plan Class rosters					
31. Does the district ensure that the language instruction program focuses on the development of English language proficiency and academic content? <i>[NCLB Sec. 3116 (b)(2)]</i>	Description of language development program and academic support program Master class schedules Individual student schedules					
32. Does the district have a program of service that includes appropriate strategies for reading development that is coordinated with other relevant reading programs and services? <i>[NCLB Sec. 3115]</i>	Strategies used (this information may be collected at school level during observations or when interviewing teachers)					

<p>33. Does the district have a program of service that provides for a plan for adding English reading, if literacy is introduced in native language? Is the plan based on scientific research? [NCLB Sec. 3115]</p>	<p>Copy of ELL plan</p> <p>Transitioning criteria</p>					
<p>34. Does the district have a program of service for ELLs that includes a comprehensive high school education leading to graduation with a high school diploma? [NCLB Sec. 3127 & Title VI – OCR Guidelines]</p>	<p>Policy or written procedures included in ELL plan describing: graduation requirements</p> <p>Graduation rate of students in ELL program</p> <p>Rate of former ELL students</p>					
<p>35. Has the district implemented a referral process for special education eligibility that attempts to rule out the possibility of English language learners being identified for special education programs based on limited English proficiency? [NCLB Sec. 3121, 3122, I.D.E.A.]</p>	<p>Copy of referral process</p> <p>Description of processes for student identification</p> <p>Instruments used in IDEA identification process</p>					
<p>36. Has the district implemented reasonable adaptations and accommodations for students with diverse learning needs (inclusive of English language learners who may also be special education students) necessary to measure the achievement of such students relative to state content standards? [NCLB Sec. 3121, Sec. 3122]</p>	<p>District/school awareness of assessments and inclusive adaptations for state tests may be stated</p> <p>Array and variety of evaluated pieces of student work showing ability</p> <p>Copies of IEPs, when applicable</p>					
<p>37. Does the district have evidence that appropriate interventions are made when exited students are not succeeding, such as tutorials, intensified instruction, extended day/year? [NCLB Sec. 3115]</p>	<p>Interventions used (this information may be collected at school level during observations or when interviewing teachers)</p>					

<p>38. Does the district ensures that ELLs are included in the MEAP, MME or ELPA? [NCLB Sec. 3121 (c)(1)(D)]</p>	<p>Evidence of a process to ensure that ELLs are not being exempted from the MEAP or ELPA</p> <p>List of waivers</p>					
<p>39. AMAO's Does the district have a process for tracking the progress of ELLs in regard to: 1) the number of students making progress toward attaining English language proficiency based on the ELPA; 2) the number of students who have attained full English Language proficiency, are exited from the program and placed on a two year monitoring status; 3) the number of students who have been reclassified as non-ELL; and 4) the performance of students on MEAP or MME assessments in reading/language arts and mathematics? [NCLB Sec. 3121 (c)]</p>	<p>List of ELLs and a record of their annual progress in attaining English language proficiency</p> <p>List of ELLs and a record of their placement into monitored year 1 and monitored year 2 status</p> <p>List of ELLs and a record of their performance on the MEAP in reading/language arts and mathematics</p>					

PROGRAM/ DISTRICT REVIEW Evaluation Checklist

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TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Question (Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
40. Does the district have documentation of proper certification / license / endorsements for instructional staff of ELLs in district office? <i>(NCLB Sec. 1115(c))</i>	Copy of teacher(s) license/endorsement (if teaching reading or math more than half time, the appropriate subject area endorsement is required) HOUSSE Portfolio					
41. Are all teachers teaching in any language instruction program for ELLs fluent in English and any other language used for instruction including having written and oral communication skills? <i>[NCLB Sec. 1116(c)]</i>						
42. Does the district have procedures that provide for the supervision of instructional assistants and which ensure that certified personnel are planning instructional programs?	District Coordinator and/or teacher(s) may state what the procedures are and who is directly responsible for supervision (this information may be obtained while interviewing teachers/Instructional assistants)					
43. Does the district have evidence that high quality professional development is available to the instructional staff of ELLs? High quality professional development is designed to: 1) improve instruction and assessment of ELLs; 2) enhance the ability of teachers to understand curricula,	Staff development calendar Process of approving teacher initiated professional development requests Examples of action research					

<p>assessment and instructional practices to meet the needs of ELLs; 3) based on scientifically-based research; and 4) of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance. <i>[NCLB Sec. 3115]</i></p>						
<p>44. Does the district have procedures to determine the effectiveness of professional development activities provided to teachers of ELLs? <i>[NCLB Sec. 3115]</i></p>	<p>Copy of professional development plan Professional development agendas Documentation of staff attendance PD Records Copy of PD evaluation forms</p>					

**PROGRAM/ DISTRICT REVIEW
Evaluation Checklist**

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PROGRAM EVALUATION AND SCHOOL IMPROVEMENT

Question (Regulatory References from NCLB www.ed.gov/legislation/ESEA02 and Title VI of the Civil Rights Act of 1964, http://www.usdoj.gov/crt/cor/13166.htm)	Evidence/ Documentation	Level of Compliance				Actions Taken (or to be taken) to fulfill requirements and/ or improve in areas of concern (include timeline for completion)
		C	IP	NC	NA	
45. Does the district have documentation of district-wide plans for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instructional education programs and academic content instruction? <i>[NCLB Sec. 3121]</i>	Written observations by MDE team Staff may describe programs informally Course statements (where appropriate) Course descriptions or program narrative in parent/ student handbook					
46. Has the district established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency? <i>[NCLB Sec. 3122]</i>	District documentation or description of local assessment system State assessments including proficiency test State disaggregated data					
47. How is the district enabling its ELL students to meet the state content and performance standards? <i>[NCLB Sec. 3122]</i>	District documentation					
48. Does the district have a process for publicizing and disseminating the results of its biennial review of ELL programs in appropriate schools? <i>[NCLB Sec. 3121]</i>	Board policy District or school plans including timeline District staff may describe informally during review.					

49. Is there evidence that the district is fulfilling its program improvement responsibilities? <i>[NCLB Sec. 3122]</i>	Last AYP report(s) Description of the district processes for support of schools needing improvement					
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Format adapted from Oregon Department of Education, *Self-Assessment and On-Site Review Process: Programs for English Language Learners, Title III.*