Rubric for District
English Learner Programs

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Designed to help districts assess and optimize their English learner (EL) services, this research-based tool contains 70 items organized into eight sections that address key components of a district's program for English learners. Topics in the rubric were identified from research on how districts support instructional improvement and from research concerning resource needs for educating non-English speaking students. The rubric focuses on organizing and managing EL programs at the district level. The rubric does not address day-to-day choices teachers make in preparing lessons or delivering instruction to ELs. Uses for the rubric include the following:

- Benchmark progress over time
- Identify areas in which the district is doing well and areas in which the district needs to improve its program for ELs
- Inform discussion of priorities for action
- Inform development of finer grained assessments of strengths and weaknesses
- Structure discussion of EL programs with the school board, state education agencies, ESDs, and other districts
- Inform communication to the community about district EL programs

Ways to complete the rubric:

1. GROUP CONSENSUS. Administrators responsible for ELL programs complete the rubric together as a group, discussing each item and selecting a rating by consensus.
2. INDIVIDUAL REVIEW. District-level staff members with responsibility for the English language learner program complete the rubric independently. This approach may be more convenient for engaging a larger number of key staff, as individuals complete the rubric on their own time.

English Learner Program Rubric

A. Administrative Functions and Processes

		LOW	MODERATE	HIGH
A1	**Identifying needs of ELs and allocating resources to address those needs**	District does not identify needs of ELs and does not allocate resources to meet those needs.	District identifies needs of ELs and allocates resources to meet those needs but does not monitor impact of resources.	District identifies needs of ELs, allocates resources to meet those needs, and monitors impact of resources.
COMMENTS				
A2	**Analyzing the district program for continuous improvement**	Curriculum, instruction, and assessment for ELs are not analyzed or discussed at the district level.	Curriculum, instruction, and assessment for ELs are analyzed and discussed at the district level only after problems arise.	Curriculum, instruction, and assessment for ELs are analyzed and discussed regularly at the district level.
COMMENTS				
A3	**Analyzing school-level programs for continuous improvement**	Curriculum, instruction, and assessment for ELs are not analyzed and discussed at the school level.	Curriculum, instruction, and assessment for ELs are analyzed and discussed at some schools.	Curriculum, instruction, and assessment for ELs are regularly analyzed and discussed at all schools.
COMMENTS				
A4	**Obtaining input from teachers, administrators, and other staff members about standards of practice concerning instruction and assessment of ELs**	Staff members do not provide input on standards of practice concerning instruction or assessment of ELs.	Staff members provide input about standards of practice concerning instruction of ELs.	Staff members provide input about standards of practice concerning instruction and assessment of ELs.
COMMENTS				
A5	**Basing decisions about district EL programs on high-quality research**	District does not base decisions about curriculum, instruction, and assessment for ELs on high-quality research.	District sometimes bases decisions about curriculum, instruction, and assessment for ELs on high-quality research.	District consistently bases decisions about curriculum, instruction, and assessment for ELs on high-quality research.
COMMENTS				

		LOW	MODERATE	HIGH
A6	**Including information and guidance from state agencies, universities, and other sources in planning the EL program**	Guidance from outside sources is adopted without considering district needs and capacity.	Guidance from outside sources is adopted with some consideration of district needs and capacity.	Guidance from outside sources is adopted after comprehensive analysis of district needs and capacity.
COMMENTS				
A7	**Encouraging and supporting cross-school networks of teachers and administrators focusing on ELs**	District does not encourage cross-school networks focusing on ELs and does not provide resources for developing and maintaining them.	District encourages cross-school networks focusing on ELs, but does not provide resources for developing and maintaining them.	District encourages cross-school networks focusing on ELs and provides resources for developing and maintaining them.
COMMENTS				
A8	**Learning from other districts regarding ELs**	Learning from other districts regarding ELs is entirely at the initiative of individual staff members.	District encourages learning from other districts regarding ELs but does not support it administratively.	District encourages and provides administrative support for learning from other districts regarding ELs.
COMMENTS				
A9	**Including the EL program administrator on the district management team**	Administrator for the district EL program is not part of the district management team.	Administrator for the district EL program reports to a member of the district management team.	Administrator for the district EL program is part of the district management team.
COMMENTS				
A10	**Ensuring that the EL program administrator has experience with instruction of ELs**	Administrator responsible for the district EL program has never taught ELs and is not trained to teach ELs (e.g., EL certification, graduate work, or training in GLAD or SIOP).	Administrator responsible for the district EL program has taught ELs or is trained to teach ELs (e.g., EL certification, graduate work, or training in GLAD or SIOP).	Administrator responsible for the district EL program has taught ELs and is trained to teach ELs (e.g., EL certification, graduate work, or training in GLAD or SIOP).
COMMENTS				

B. Instruction and Instructional Materials for ELs

		LOW	**MODERATE**	**HIGH**
B1	**Developing a long-term plan for improving curriculum and instruction of ELs**	District does not have a long-term plan for improving curriculum and instruction for ELs.	District has long-term plan with measurable goals for improving curriculum and instruction for ELs s but progress is not monitored consistently.	District has long-term plan with measurable goals for improving curriculum and instruction for ELs and progress is monitored consistently.
COMMENTS				
B2	**Adopting instructional materials for ELs**	District has not adopted instructional materials for ELs.	District has adopted instructional materials for ELs but supports implementation inconsistently.	District has adopted instructional materials ELs and supports implementation consistently.
COMMENTS				
B3	**Adopting frameworks (i.e. GLAD or Constructing Meaning) for ELs**	District has not adopted an instructional framework for ELs.	District has adopted instructional framework(s) for ELs but supports implementation inconsistently.	District has adopted instructional framework(s) for ELs and supports implementation consistently.
COMMENTS				
B4	**Providing ELs with grade-appropriate instructional materials at their level of English proficiency**	District does not provide ELs with grade-appropriate materials at their level of English proficiency in any core subjects.	District provides ELs with grade-appropriate materials at their level of English proficiency in some core subjects.	District provides ELs with grade-appropriate materials at their level of English proficiency in all core subjects.
COMMENTS				

		LOW	MODERATE	HIGH
B5	**Providing ELs access to advanced courses (e.g., upper-level, honors, TAG)**	District does not have a plan for increasing EL participation in advanced courses (e.g., upper-level, honors, TAG) and does not analyze course participation data.	District has a plan to increase EL participation in advanced courses (e.g., upper-level, honors, TAG) but does not analyze course participation data.	District has a plan to increase EL participation in honors, TAG, or other advanced courses, analyzes course participation data and uses results for program improvement.
COMMENTS				
B6	**Providing access to library materials that are culturally relevant and available in languages other than English**	No schools have library materials that are culturally relevant and available in languages other than English.	Some schools have library materials, including culturally relevant materials, available in languages other than English.	All schools have library materials, including culturally relevant materials, available in languages other than English.
COMMENTS				
B7	**Providing access to computer resources, such as hardware (computers and tablets) and software (apps) specific to needs of ELs**	No district computer used by students has resources specific to the needs of ELs.	Some ELs have access to computers with resources specific to the needs of ELs.	All ELs have access to computers with resources specific to the needs of ELs.
COMMENTS				

C. Developing Systems to Meet ELs' Unique Social and Academic Needs

		LOW	MODERATE	HIGH
C1	**Identifying ELs for special education**	District does not evaluate participation of ELs in special education or provide guidelines for avoiding over- and under-identification of ELs.	District evaluates participation of ELs in special education and has guidelines for avoiding over- and under-identification of ELs but does not use results of evaluation in decision making.	District systematically evaluates participation of ELs in special education and uses results in decision making.
COMMENTS				
C2	**Addressing socioeconomic factors that affect achievement of ELs (e.g., family income, immigration status, parent education, transportation, and mobility)**	District does not analyze socioeconomic factors related to ELs' achievement.	District analyzes socioeconomic factors related to ELs' achievement and uses the results to provide wraparound services for ELs.	District uses analyses of socioeconomic factors related to ELs' achievement to provide wraparound services for ELs and analyzes impact of the services.
COMMENTS				
C3	**Supporting subgroups of ELs (e.g., males and females, newcomers, Students with Interrupted Formal Education, long-term ELs, dually-identified students, and ELs grouped by home language)**	District does not provide support for specific subgroups of ELs.	District provides support for some subgroups of ELs.	District provides support tailored to all subgroups of ELs.
COMMENTS				
C4	**Establishing a district program for newcomer ELs**	District has no program specific to newcomers.	District support for newcomers is limited to providing instructional materials.	District program for newcomers includes measurable goals, instructional resources, PD for teachers and administrators, and monitoring of results.
COMMENTS				

		LOW	MODERATE	HIGH
C5	**Evaluating students' foreign transcripts and using them in decisions about initial placement**	District does not evaluate students' foreign transcripts for purposes of initial course placement.	District has designated a person to evaluate and provide credits for foreign transcripts but does not have guidelines for using results in decisions about course placement.	District has designated a person to evaluate and provide credit for foreign transcripts and has guidelines for using results in decisions about course placement.
COMMENTS				
C6	**Recognizing linguistic, social, and cultural assets of newcomers**	Newcomers are assessed only for knowledge of English.	Newcomers are assessed for knowledge of English and history of prior schooling.	Newcomers are assessed for competency in English and in first language, history of schooling, cultural knowledge, and knowledge of academic content; results are used in planning instruction.
COMMENTS				
C7	**Supporting newcomers' mastery of both English and core subjects**	District program for newcomers focuses exclusively on English language skills.	District program for newcomers supports English language skills but provides limited support in other core subjects.	District program for newcomers supports English language skills and provides access to all core subjects.
COMMENTS				
C8	**Supporting literacy for ELs with limited or interrupted formal education**	District does not provide literacy materials for ELs with limited or interrupted formal education.	District provides literacy materials for ELs with limited or interrupted formal education, but materials may be designed for much younger students.	District provides age-appropriate literacy materials for ELs with limited or interrupted formal education.
COMMENTS				
C9	**Supporting numeracy for ELs with limited or interrupted formal education**	District does not provide numeracy materials for ELs with limited or interrupted formal education.	District provides numeracy materials for ELs with limited or interrupted formal education, but they may be designed for much younger students.	District provides age-appropriate numeracy materials for ELs with limited or interrupted formal education.
COMMENTS				
C10	**Supporting newcomer ELs through transitions**	District does not support newcomers as they transition into new schools, college, or workplace.	District supports only newcomers' move to new schools.	District has comprehensive plan for supporting newcomers' transitions into new schools, college, and the workplace.
COMMENTS				

D. Recruiting, Retaining, and Monitoring Teachers and Administrators

		LOW	MODERATE	HIGH
D1	**Recruiting teachers who are effective with ELs**	District recruitment plan does not prioritize teachers who demonstrate effectiveness with ELs.	District recruitment plan prioritizes teachers who demonstrate effectiveness with ELs, but does not identify criteria for effectiveness.	District recruitment plan prioritizes teachers who demonstrate effectiveness with ELs and identifies criteria for effectiveness.
COMMENTS				
D2	**Recruiting teachers with bilingual/ESOL certification**	District recruitment plan does not prioritize hiring teachers with bilingual/ESOL certification.	District recruitment plan prioritizes hiring elementary teachers with bilingual/ESOL certification.	District recruitment plan prioritizes hiring elementary and secondary teachers with bilingual/ESOL certification.
COMMENTS				
D3	**Monitoring teachers' effectiveness with ELs and using results in determining professional development**	District does not monitor effectiveness of teachers with ELs.	District monitors effectiveness of teachers with ELs, but does not use results in determining professional development.	District monitors effectiveness of teachers with ELs and uses results in determining professsional development.
COMMENTS				
D4	**Retaining teachers with demonstrated effectiveness with ELs**	District does not offer incentives to retain teachers who demonstrate effectiveness in teaching ELs.	District offers minimal incentives to retain teachers who demonstrate effectiveness with ELs.	District offers substantial incentives to retain teachers who demonstrate effectiveness with ELs.
COMMENTS				

		LOW	MODERATE	HIGH
D5	**Monitoring administrators' leadership of the school program for ELs**	District does not monitor administrators' leadership of school programs for ELs.	District monitors elementary administrators' leadership of school programs for ELs.	District monitors elementary and secondary administrators' leadership of school programs for ELs.
COMMENTS				
D6	**Retaining administrators who demonstrated effective leadership for teaching ELs**	District does not offer incentives to retain administrators who demonstrate effective leadership for teaching ELs.	District offers minimal incentives to retain administrators who demonstrate effective leadership for teaching ELs.	District offers substantial incentives to retain administrators who demonstrate effective leadership for teaching ELs.
COMMENTS				

E. Assessing, Analyzing, and Reporting Implementation and Outcomes

		LOW	MODERATE	HIGH
E1	**Assessing ELs' English language proficiency**	District uses only state assessments to monitor ELs' English language skills and improve programs.	District uses state and local assessments to monitor ELs' English language skills but does not use results of local assessments to improve programs.	District uses state and local assessments to monitor ELs' English language skills and uses results of both to improve programs.
COMMENTS				
E2	**Providing ELs opportunities to demonstrate growth in English language proficiency through multiple measures**	District relies on a sole state assessment of English language proficiency and bases reclassification decisions rely entirely on the results.	The district uses multiple measures of language proficiency. Local assessments inform reclassification, but reclassification may be implemented inconsistently across the district.	The district uses multiple measures of language proficiency. Local assessments inform reclassification consistently across the district.
COMMENTS				
E3	**Examining progress of subgroups of ELs (e.g., males and females, newcomers, students with interrupted formal education, long-term ELs, dually-identified students, and ELs grouped by home language)**	Progress is not analyzed and reported for subgroups of ELs.	Progress is analyzed and reported for some subgroups of ELs.	Progress is analyzed and reported for all subgroups of ELs and results are used for program improvement.
COMMENTS				
E4	**Evaluating implementation of curriculum, instruction, and assessment for ELs**	District does not evaluate implementation of curriculum, instruction, and assessment for ELs.	District evaluates implementation of curriculum, instruction, and assessment for ELs only when problems arise.	District continually evaluates implementation of curriculum, instruction, and assessment for ELs and uses results for program improvement.
COMMENTS				

		LOW	MODERATE	HIGH
E5	**Evaluating and reporting implementation of curriculum, instruction, and assessment for ELs**	Results of evaluation of implementation of curriculum, instruction, and assessment for ELs are not used for program improvement.	Results of evaluation of implementation of curriculum, instruction, and assessment for ELs are sometimes used for program improvement.	Results of evaluation of implementation of curriculum, instruction, and assessment for ELs are consistently used for program improvement.
COMMENTS				
E6	**Reporting reading and mathematics achievement results for current, monitored (i.e., exited EL services within the previous two years), and former ELs**	Proficiency on state tests of reading and mathematics is reported for current but not monitored ELs.	Proficiency on state tests of reading and mathematics is reported for current ELs and monitored ELs.	Proficiency on state tests of reading and mathematics is reported for current, monitored, and former ELs (i.e., exited EL services more than two years previously).
COMMENTS				
E7	**Reporting course participation and completion data for current, monitored, and former ELs**	Course enrollment and completion are reported for ELs, but results are not disaggregated by current and monitored ELs.	Course enrollment and completion are reported for ELs. Results are disaggregated by current and monitored ELs.	Course enrollment and completion are reported systematically for ELs. Results are disaggregated by current, monitored, and former (exited) ELs.
COMMENTS				
E8	**Examining patterns of reclassification**	District does not examine rates of reclassification or time to reclassification.	District examines rates of reclassification but not time to reclassification.	District examines rates of reclassification and time to reclassification.
COMMENTS				
E9	**Examining patterns of reclassification for subgroups of ELs (e.g., males and females, newcomers, students with interrupted formal education, long-term ELs, dually-identified students, and ELs grouped by home language)**	District does not examine rates of reclassification or time to reclassification for subgroups of ELs.	District examines either rates of reclassification or time to reclassification for subgroups of ELs, but not both.	District examines rates of reclassification and time to reclassification for subgroups of ELs.
COMMENTS				

		LOW	MODERATE	HIGH
E10	**Monitoring progress of former (exited) ELs**	ELs who exit EL services as Fluent English Proficient (FEP) are not monitored for the required two years.	ELs who exit EL services as FEP are monitored for the required two years, but are not monitored after that.	ELs who exit EL services as FEP are monitored for more than two years after they exited.
COMMENTS				
E11	**Reporting progress of former (exited) ELs**	Progress of ELs who exit EL services as Fluent English Proficient (FEP) is not reported separately.	Progress of ELs who exit EL services as FEP is reported separately for two years after they exited, and results are used in program planning.	Progress of ELs who exit EL services as FEP is reported separately for more than two years after they exited, and results are used in program.
COMMENTS				

F. Professional Learning for Improving Outcomes for ELs

		LOW	MODERATE	HIGH
F1	**Identifying priorities for PD related to instructing ELs**	District has not identified priorities for PD at all school levels and does not evaluate the impact of PD.	District has identified priorities for PD at all school levels but does not evaluate the impact of PD.	District has identified priorities for PD at all school levels and evaluates the impact of PD.
COMMENTS				
F2	**Providing continual professional development (PD) in teaching ELs to ELD teachers**	District does not provide continual PD in teaching ELs to ELD teachers.	District provides continual PD in teaching ELs to ELD teachers in elementary schools or secondary schools, but not both.	District provides continual PD in teaching ELs to elementary and secondary ELD teachers.
COMMENTS				
F3	**Providing continual professional development in teaching ELs to classroom teachers**	District does not provide continual PD in teaching ELs to classroom teachers.	District provides continual PD in teaching ELs to elementary or secondary classroom teachers, but not both.	District provides continual PD in teaching ELs to elementary and secondary school classroom teachers.
COMMENTS				
F4	**Training classroom teachers to use assessments to monitor ELs' English language skills**	District does not provide training to classroom teachers in assessing ELs' English language skills.	District provides training in assessing ELs' English language skills to elementary or secondary classroom teachers, but not both.	District provides training for elementary and secondary classroom teachers in assessing ELs' English language skills.
COMMENTS				
F5	**Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning**	District does not train classroom teachers to use formative assessment results of ELs' English language skills in lesson planning.	District provides training on using formative assessment results of ELs' English language skills in lesson planning to elementary or secondary classroom teachers, but not both.	District provides training in assessing ELs' English language skills to elementary and secondary classroom teachers.
COMMENTS				

		LOW	MODERATE	HIGH
F6	**Providing PD to ELD teachers in integrating content instruction into ELD instruction**	District does not provide PD to ELD teachers in integrating content instruction into ELD instruction.	District provides PD to elementary or secondary ELD teachers in integrating content instruction into ELD instruction.	District provides PD to elementary and secondary ELD teachers in integrating content instruction into ELD instruction.
COMMENTS				
F7	**Training ELD specialists and instructional assistants to assess ELs' English language skills**	District does not provide training for ELD specialists and instructional assistants in assessing ELs' English language skills.	District provides training for either ELD specialists or instructional assistants in assessing ELs' English language skills.	District provides training for ELD specialists and instructional assistants in assessing ELs' English language skills.
COMMENTS				
F8	**Providing PD on collaboration between ELD teachers and classroom teachers**	District does not provide PD on collaboration between ELD teachers and classroom teachers.	District provides PD on collaboration between ELD teachers and classroom teachers at elementary or secondary levels, but not both.	District provides PD on collaboration between ELD teachers and classroom teachers at elementary and secondary levels.
COMMENTS				
F9	**Providing PD for administrators on how second or third languages are acquired**	District does not provide PD for administrators on how other languages are acquired.	District provides PD for elementary or secondary administrators on how other languages are acquired.	District provides PD for elementary and secondary administrators on how other languages are acquired.
COMMENTS				
F10	**Providing PD for administrators on effective practices for newcomer ELs**	District does not provide PD for administrators on what works for newcomers.	District provides PD for elementary or secondary administrators on what works for newcomers.	District provides PD for elementary and secondary administrators on what works for newcomers.
COMMENTS				
F11	**Providing PD for building administrators on identifying school programs that need improvement**	District does not provide PD for building administrators on identifying school programs that need improvement.	District provides PD for elementary or secondary building administrators on identifying school programs that need improvement.	District provides PD for elementary and secondary building administrators on identifying school programs that need improvement.
COMMENTS				

		LOW	MODERATE	HIGH
F12	**Providing teachers with coaches regarding teaching ELs**	District does not provide teachers with coaches regarding teaching ELs.	District provides teachers in either elementary or secondary schools (but not both) with coaches regarding teaching ELs.	District provides teachers in both elementary and secondary schools with coaches regarding teaching ELs.
COMMENTS				
F13	**Providing coaches to administrators regarding monitoring instruction of ELs**	District does not provide administrators with coaches for monitoring instruction of ELs.	District provides coaches for monitoring instruction of ELs to administrators in elementary or secondary schools.	District provides coaches for monitoring instruction of ELs to administrators in elementary and secondary schools.
COMMENTS				
F14	**Collecting and sharing learning about challenges and successes in teaching ELs**	District does not collect and share lessons learned by teachers and administrators regarding teaching ELs.	District sometimes collects and shares lessons learned by teachers and administrators regarding teaching ELs.	District systematically collects and shares lessons learned by teachers and administrators regarding teaching ELs.
COMMENTS				

G. Adapting and Scaling Up Programs and Practices for ELs

		LOW	MODERATE	HIGH
G1	**Piloting promising programs/ practices for ELs**	Promising programs/practices are not piloted in the district before they are adopted districtwide.	Promising programs/practices are sometimes piloted in the district but results do not inform district implementation.	Promising programs/practices are always piloted in the district and results inform district implementation.
COMMENTS				
G2	**Adapting new programs and practices for ELs to the district's context**	New programs and practices for ELs are adopted without modifying them for the district context.	New programs and practices for ELs are sometimes adapted to the district context.	New programs and practices for ELs are consistently adapted to the district context.
COMMENTS				
G3	**Balancing district direction with input from school stakeholders adopting new programs/practices**	Plans for adopting new programs/ processes do not include input from school stakeholders.	Plans for adopting new programs/ processes sometimes incorporate input from school stakeholders.	Plans for adopting new programs/ processes consistently balance district direction with input from school stakeholders.
COMMENTS				
G4	**Planning for scaling up effective programs/practices for ELs**	District has no plan for scaling up effective programs/practices for ELs.	District has a plan for scaling up effective programs/practices for ELs across schools that includes implementation standards.	District has a comprehensive plan for scaling up effective programs/practices for ELs across schools, including implementation standards and monitoring at the district level.
COMMENTS				

H. Engaging Parents of ELs

		LOW	MODERATE	HIGH
H1	**Assigning staff responsibility for engaging parents of ELs in supporting their children's learning at home**	No district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home.	A district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home, but this responsibility is less than half of the staff member's time.	A district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home and this responsibility is at least half of the staff member's time.
COMMENTS				
H2	**Providing materials and other resources to parents of ELs in supporting their children's learning at home**	District does not provide materials or resources to parents of ELs for supporting their children's learning at home.	District provides materials and resources to parents of ELs in elementary school for supporting their children's learning at home.	District provides materials and resources to parents of ELs in elementary and secondary school for supporting their children's learning at home.
COMMENTS				
H3	**Supporting communication with Spanish-speaking parents**	District does not support communicating with Spanish-speaking parents in Spanish via paper, phone, in person, or computer.	District supports communicating with Spanish-speaking parents of elementary students in Spanish via paper, phone, in person, or computer.	District supports communicating with Spanish-speaking parents of elementary and secondary students in Spanish via paper, phone, in person, or computer.
COMMENTS				
H4	**Supporting communication with parents speaking languages other than Spanish**	District does not support communicating with parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer.	District supports communicating with parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer at either elementary or secondary schools.	District supports communicating with elementary and secondary school parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer.
COMMENTS				
H5	**Providing opportunities for parents of ELs to learn about and engage with the school system**	District does not provide opportunities for parents of ELs to learn about and engage with the school system.	District provides sporadic opportunities for parents of ELs to learn about and engage with the school system, but does not provide support (e.g., scheduling, child care, access to bilingual staff).	District provides ongoing opportunities for parents of ELs to learn about and engage with the school system and supports their participation.
COMMENTS				

		LOW	MODERATE	HIGH
H6	**Developing policy for involving parents of ELs**	District has no specific policy for involving parents of ELs.	District has specific policy for involving parents of ELs but it does not identify criteria for effectiveness and does not require reporting progress.	District has specific policy for involving parents of ELs that identifies criteria for effectiveness and requires reporting progress.
COMMENTS				
H7	**Providing PD for administrators on involving parents of ELs**	District does not provide PD for administrators on involving parents of ELs.	District provides PD for elementary administrators on involving parents of ELs.	District provides PD for elementary and secondary administrators on involving parents of EL.
COMMENTS				
H8	**Giving parents voice in school decisions**	District does not obtain parent input on issues concerning schooling of their children.	District sometimes obtains parents' input concerning schooling their children but does not act on the information.	District consistently obtains parents' input, acts on the information, and monitors impact on school decisions.
COMMENTS				

Resources

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Rumberger, R., & Gandara, P. (2015). Resource needs for educating linguistic minority students. In H. F. Ladd & E. B. Fiske (Eds.), *Handbook of research in education finance and policy* (Second edition) (pp. 585–606). New York, NY: Routledge.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics. Retrieved from http://www.cal.org/resource-center/publications/helping-newcomer-students

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