

**Title III Program Evaluation Planning and Self-study Rubric:** This information is to be collected as part of *NCLB Title III SEC. 3121. EVALUATIONS* which states: (a) IN GENERAL - Each eligible entity that receives a sub-grant from a State educational agency under subpart 1 shall provide such agency... with an evaluation, in a form prescribed by the agency... and which is supported by: **UT Admin code R277-716-3**. It will then be sent electronically to the Title III Education Specialist – Rita Brock at: [rita.brock@schools.utah.gov](mailto:rita.brock@schools.utah.gov). It will be updated as needed.

**Program Purpose:** “To enable English language learners to succeed in English and in the academic content areas.” (Kathlene Leos,)

**Program Information:** Adapted from: <http://www.ncela.gwu.edu/expert/glossary.html#top> and <http://www.wested.org/policy/pubs/fostering/models.htm>

<b>1. Describe the scientifically based ESL program(s) or combinations of programs and activities used by the district/schools (R277-716-4B) (Title III sec. 3116(b)(6)).</b>	
Two-way immersion or two-way bilingual	The goal is to develop strong skills and proficiency in both languages. Instruction is in both languages. Programs will include students with an English background and one other language background.
Dual language	When called “dual language immersion,” usually means the same as two-way immersion. When called “dual language,” may refer to students from one language group developing literacy in two languages.
Developmental bilingual; late exit transitional	The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2. Instruction at the lower grades is in L1, gradually transitioning to English.
Transitional bilingual; early exit	The goal is to develop English skills as quickly as possible, without delaying learning of academic core. Instruction begins in L1 but rapidly moves to English.
Heritage language or indigenous language programs	The goal is literacy in two languages. Content is taught in both languages, with teachers fluent in both languages. The differences between the two programs: heritage language targets students who are non-English-speakers or have weak literacy skills in L1; indigenous language programs support endangered minority languages.
Sheltered English instruction sometimes called Specially Designed Academic Instruction in English (SDAIE) the CA model or Content-based ESL	The goal is proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students’ proficiency levels and may be used with other programs.
Structured English immersion	The goal is fluency in English, with only LEP students in the class. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers need receptive skill in students’ L1 and sheltered instructional techniques.
Pull-out ESL or ELD (English language development)	The goal is fluency in English. Students leave their mainstream classroom to spend part of the day receiving ESL instruction. There is typically no support for L1.
Other (such as Newcomer; describe)	
<b>1a. Provide a description of the staffing of the language instruction educational program used by the district/school (R277-716-5).</b>	

**1b.** Provide a description of the duties, responsibilities, and schedules of any paraprofessionals/bilingual paraprofessionals employed in the language instruction educational program used by the district/school.

**1c.** Provide a description of the procedures used by the district to determine the effectiveness of the language instruction educational programs and activities implemented at the schools to help ELLs in achieving English language proficiency and academic success.

**1d.** Describe the process used to ensure the support of students whose parents have refused ESL services.

**1e.** Describe the process used by the district to ensure participation of ELL students and teachers in private schools (NCLB Section 9501).

**Progress Information:**

**2.** Describe the progress made by ELL students in learning English and meeting academic standards (R277-716-4D (Title III Sec. 3116 (b)(3), Sec.3121 (a)(2)).

**2a.** Describe the progress made by ELL students in meeting State academic content and student achievement standards for each of the two years after they no longer receive ESL services. Describe the district/school monitoring process (Title III Sec. 3121 (a)(4)).

**2b.** Describe the parent involvement activities conducted by the district/school. Address specifically in this description the process used by the district/school to notify parents of ELL students about school-required and optional activities, language acquisition program placement, and failure of the school to meet AMAOs (R277-716-4G) (Title III Sec.3115 (6)).

**Professional Development Information:**

<p><b>3.</b> Describe the professional development activities provided by the district/school for all teachers of ELL students (<a href="#">Title III Sec. 3115 (c)(2)</a>).</p>		
<b>3a.</b> Is this professional development designed:	YES	NO
Based on scientifically based research demonstrating the effectiveness in increasing English proficiency?		
With sufficient intensity and duration to have a positive and lasting impact?		
To improve instruction for ELL students?		
To improve assessment of ELL students?		
To enhance understanding of curricula use?		
To enhance understanding of ELL assessment measures?		
To enhance understanding of ELL instruction strategies?		
To substantially increase subject matter knowledge?		
To improve teacher knowledge of teaching to English language proficiency standards and to academic content standards?		
To help teachers implement the ELP Standards and align the curriculum to the standards in the classroom?		
To help district personnel administer the state approved ELP assessment?		
<b>3b.</b> How many educators were involved in these professional development activities? (Total # <b>only</b> applies if educators other than teachers are involved. Fill in only those boxes that apply. Can count private schools.)	# teacher participants	Total # participants
Professional development provided to content ESL classroom teachers		
Professional development provided to classroom teachers		
Professional development provided to principals		
Professional development provided to administrators other than principals		
Professional development provided to other school personnel/non-administrative		
Professional development provided to community-based organizational personnel		
Professional development provided to ESL teachers		

**Technical Assistance Information:**

<p><b>4.</b> Describe the level and type of technical assistance requested by the district/school from the USOE-ELL department (<a href="#">R277-716-3J</a>) (<a href="#">Title III, Sec 3122 (b)(3)</a>).</p>		
<p><b>4a.</b> The State provided technical assistance in: (Check all activities that are included above, as well as others if applicable)</p>	Yes	No
Identifying and implementing English language instructional programs and curricula based on scientific research.		
Helping ELL students to meet academic content and student academic achievement standards expected of all students.		
Identifying or developing and implementing measures of English language proficiency.		
Developing improvement plans and other technical assistance to districts/schools failing to meet AMAOs for two or more consecutive years.		
Promoting parental and community participation in programs that serves ELLs.		
Implementing the ELP standards.		
Providing guidance regarding all facets of the UALPA.		
Providing guidance on procedures for reporting verified data.		
Providing guidance for selecting activities that will result in achieving goals to provide effective language instruction educational programs and professional development at the local level.		
To determine what activities would most effectively enhance instructional opportunities for immigrant children and youth.		
Helping the district to develop and/or refine the local plan as described in <a href="#">Section 3116(b)</a> .		
<p><b>4b.</b> Describe how these activities have resulted in increasing student achievement.</p>		

**Title III Fiscal Reporting (Title III Sections 3111, 3114, 3115)**

**5.** Describe the procedures the district uses to monitor the expenditure of Title III funds.

<b>5a.</b>	YES	NO
The district has reserved not more than 2% for administration of State formula subparts (Section 3115).		
District staff is aware of sub-grant award expenditures that are allowable, applicable, and reasonable.		
There is evidence that funds are allocated for required and authorized activities.		
The district can account for the expenditure of immigrant funds allocated under Section 3114 (d) that meet the requirements in Section 3115 (e).		
There is evidence that Title III funds are being used to provide professional development for teachers that meet the requirements in Section 3115 (c)(2).		
The district monitors the expenditure of Title III funds to ensure that funds are used to supplement, not supplant State and local funds according to Section 3115 (g).		

**5b.** If you answered no to any of the above questions, please provide an explanation.

**Data to Be Collected and Reported (Title III sec 3121):**

6. Has the following data been collected and reported? (This is a checklist. The actual data will come from the data warehouse.)	YES	NO
Percentage of ELL making progress in attaining English proficiency		
Percentage of ELL transitioned into mainstream		
Percentage of ELL meeting the same State academic and student academic achievement standards as all other children		
Percentage of ELL not receiving waivers for reading-language arts assessments required under NCLB 1111(b)(3)(C)		
Total number of ELL		
Total number of immigrant students		
6a. If you answered no to any of the above questions, please provide an explanation.		
6b. In the table below, report the number of teachers who are working in the district Title III language instruction educational programs (Section 3301(8); 1111(b)(1); 1111 (B)).	#	
Total number of certified teachers in the district	#	
Total number of ESL endorsed teachers in the district (only to be used for reporting purposes)	#	
Total number of ESL or Bilingual endorsed teachers teaching in Title III language instruction educational classrooms	#	
Total number of certified/licensed teachers currently working in Title III language instruction educational classrooms (This number will include the number above)	#	
Estimated total number of <b>additional</b> certified/licensed/endorsed teachers needed for Title III language instruction educational classrooms in the next 5 years	#	
6c. Describe the district procedure for collecting and submitting data and supplying technical assistance to public and private schools on data collection systems, and the process for tracking and reporting content performance of students in the 2 years of monitoring status.		

