



2019 FASFEPA/ECTAC Fall Forum – Title III/ESOL Monitoring

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FLORIDA DEPARTMENT OF
EDUCATION
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Title III/ESOL Monitoring

- ESOL and Title III
- 2019-20 ESOL and Title III Monitoring Work Papers
- Risk Factors, including
 - ELL count,
 - Time in the ESOL program above the state average of ELLs in the ESOL program more than 5 years,
 - Previous on-site monitoring, Rate of ELL ELA achievement below the state ELL ELA average,
 - Rate of ELL proficiency on ACCESS for ELLs below the state proficiency level, and
 - Previous Title III and Immigrant projects
- Designated Onsite, Desktop or Self

Title III/ESOL Monitoring Application

- 9 Title III Compliance Items
 - **Compliance Item AIIIA-1:** The LEA shall conduct a needs assessment to determine the essential activities and academic programs proposed in the grant that will result in increased English proficiency and academic achievement of ELLs, and Immigrant Children and Youth, if applicable.
 - **Compliance Item AIIIA-2:** The LEA reports accurate data to identify ELLs and immigrant children and youth.
 - **Compliance Item BIIIA-1:** The LEA shall ensure that supplementary programs and services implemented with Title III, Part A support ELLs in attaining English language proficiency and acquiring the knowledge and skills needed to meet or exceed the state's academic achievement standards. When funded, the LEA shall ensure the Immigrant Children and Youth grant provides acculturation and enhanced and differentiated instruction for immigrant children and youth.

Title III/ESOL Monitoring Application

- 9 Title III Compliance Items
 - **Compliance Item BIIIA-2:** The LEA shall ensure that the implemented programs and activities are supported by evidence based practices and describe how the programs and activities are expected to improve student academic achievement of ELLs and immigrant children and youth.
 - **Compliance Item CIIIA-1:** LEA shall ensure that Title III, Part A and Immigrant Children and Youth programs coordinate with other state and federal programs, and other local agencies and businesses, as applicable, to serve ELLs and immigrant children and youth.
 - **Compliance Item DIIIA-1:** The LEA shall comply with all of ESSA requirements regarding participation by private school children, teachers, or other educators.
 - **Compliance Item GIIIA-1:** The LEA shall disseminate information on programs, services, and activities to parents and other stakeholders as described in the approved Title III, Part A grant application for ELLs and the Immigrant Children and Youth grant application, if applicable.

Title III/ESOL Monitoring Application

- 9 Title III Compliance Items
 - **Compliance Item HIIIA-1:** The LEA shall ensure that parents and other LEA stakeholders are aware of program outcomes.
 - **Compliance Item IIIIA-1:** The LEA shall ensure funds received through the Title III, Part A and Immigrant Children and Youth grants, if applicable, are being used to supplement, and not supplant, federal and non-federal funds that would otherwise be used for activities authorized under these programs. The LEA shall ensure that no more than two percent (2%) of grant funds are used for the administration of the grant.

Title III/ESOL Monitoring Application

- 9 ESOL Compliance Items
 - **Compliance Item ESOL-1:** The LEA has written policies and procedures to identify, programmatically assess, and appropriately place students. The LEA trains personnel in the identification and data reporting of ELLs and immigrant students.
 - **Compliance Item ESOL-2:** The LEA has written policies and procedures that ensure equal access to all programs and the protection of student rights.
 - **Compliance Item ESOL-3:** The LEA has developed and implemented an approved District ELL Plan in accordance with state and federal requirements and ensures opportunities for parental participation in LEA and school functions.
 - **Compliance Item ESOL-4:** The LEA provided highly qualified and trained personnel.
 - **Compliance Item ESOL-5:** LEA has written policies and procedures to ensure that all ELLs participate in required statewide assessments and are provided with the appropriate accommodations.

Title III/ESOL Monitoring Application

- 9 ESOL Compliance Items
 - **Compliance Item ESOL-6:** The LEA has written procedures to monitor the academic success of current and former ELLs.
 - **Impact Item ESOL-7:** The LEA has increased ELL academic achievement.
 - **Impact Item ESOL-8:** The LEA implements an educational program of sufficient rigor and quality for ELLs in conjunction with its ESOL program and other advanced and Exceptional Student Education (ESE) programs so that ELLs experience the same opportunities as all students. The LEA has developed an attendance policy that ensures that ELLs participate in these programs with fidelity.
 - **Impact Item ESOL-9:** The LEA annually reviews the effectiveness of its ESOL instructional program for ELLs.

ESSA State Plan Impact for ELLs

- FSA ELA for First-year ELLs:
 - Test all in 1st year (90% of ELLs did this in 2017-18)
 - Learning gains counted in 2nd year
 - Achievement counted in 3rd year
 - Memo sent October 19, 2018
- Increased the federal accountability reporting period for former ELLs (LFs) from two years to four years
- Included long-term goals for ELLs on the ACCESS for ELLs English Language Proficiency assessment
 - Baseline is 60%
 - Target increases 2 percentage points annually

Federal Percent of Points Detail for ELLs

- English Language Proficiency progress – the percent of ELLs who make progress on ACCESS for ELLs or Alternate ACCESS for ELLs
 - For ACCESS for ELLs
 - ELLs who increase their whole number composite proficiency level or
 - Remain at a composite score of 4, 5, or 6 and do not decrease a level
 - For Alternate ACCESS for ELLs
 - ELLs who increase their scoring category (Scale = A1, A2, A3, P1, P2, or P3)
 - Remain at a scoring category of P1 or above and do not decrease a level
- For content components (ELA, Math, Science, Social Studies, Learning Gains, Learning Gains of Lowest 25%), current ELLs are included, along with former ELLs up to 4 years after exit from the ESOL program

SALA Current Support Plan

- Improve ELL science achievement
- Improve fiscal management of Title III projects
- Reduce the number of ELLs in the ESOL program more than 5 years
- Improve the ELL graduation rate and decrease the ELL dropout rate
- SALA staff are available to meet with LEAs as needed to provide support through conference calls, phone conversations and on-site visits, meetings and workshops. If interested, please email the bureau.

Contact Information

SALA Bureau

- Chane.Eplin@fldoe.org, Bureau Chief
- Ginger.Alberto@fldoe.org, Program Director
- Matthew.Caldwell@fldoe.org, Program Specialist
- Mark.Drennan@fldoe.org, Program Specialist

All SALA staff are available for trainings, professional learning, monitoring, data review and discussion, Title III grant project review and school visits to improve ELL outcomes