

ESOL/Title III Program



Reporting and Using Accurate Data to Drive Instruction for English Learners



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Important Terms in ESOL/Title III Program

What is the difference between EL, ESOL, and Title III?

- **EL** – English Learners (referred to in the past as ELLs)
- **ESOL** - English to Speakers of Other Languages (ESOL) is a **state funded instructional program** for eligible English Learners (ELs) in grades K-12; one of the ways in which a school district can serve its EL students.
- **Title III** is a federally funded program. It provides eligible Local Education Agencies (LEAs) subgrants to provide supplemental services for ELs.



EL Count in Georgia

- ❑ From 1994-1995 to 2004-2005, Georgia experienced a **291.6%** increase in its K-12 EL population (OELA 2005). The EL growth in 2010–2011 from 2007-2008 is **13.08%**.
- ❑ For FY 2010, based on end-of-year FTE count, there were **78,538** EL-Ys in Georgia's K-12 schools.
- ❑ For FY 2011, based on end-of-year FTE count, there were **82,112** EL-Ys in Georgia's K-12 schools.



Negative Consequence of Incorrect Coding of Students



If students are not identified and coded correctly as ELs:

- the school district does not provide language assistance services to these students and loses money to pay for ESOL teachers;
- the school district will be cited for non compliance with OCR legislation.



Title III Data Elements Required for Federal and State Reporting

If the student is identified as an English Learner (EL), provide the following information:

- ✓ **All EL students in K-12** must have either 'Y', 'N', or 'M'.
- ✓ **EL-Y** students have limited English proficiency and are eligible for services based on the results of the W-APT.
- ✓ **EL – N** students do not have limited English proficiency.
- ✓ **EL – M** students have exited ESOL and are monitored for 2 years.



Title III Data Elements Required for Federal and State Reporting

- If the student is identified as an **EL-Y**, provide the following information:
 - ✓ **Primary Language** – select the student’s primary spoken language.
 - ✓ **Place of Birth** – enter the student’s country of birth.
 - ✓ **Date of Entry** – enter date of entry to a U.S. school if country of birth is not the U.S., PR, or District of Columbia.



Title III Data Elements Required for Federal and State Reporting

- ❑ All **EL-Y** students in K-12 must have **ESOL 'Y' or 'N'**.
- ❑ **ESOL -Y** are students receiving language assistance services; this is already collected in the FTE report; all ESOL students are **EL-Y**.
- ❑ **ESOL- N** are
 - a. students who are not coded **EL-Y**, or
 - b. students who are coded **EL-Y** but are not served through ESOL program.
- ❖ ESOL funds cannot be used for Pre-K students; however, **immigrant funding** which serves ages 1-3 can be used.



Screen Shots of District Student Information System

ELL Information

English Language Learner (ELL/previously LEP) NOTE: LEP must equal 'Y' if ESOL equals 'Y'.

ELL Monitor Year (Must be 1 or 2 when ELL=M for monitored)

ELL Monitor Basis

ESOL Program Participation

ESOL Enrollment Date (Format = MM/DD/YYYY)

ESOL - Itinerant Units of Instruction

ESOL - Non-Itinerant Units of Instruction

ESOL Withdrawal Date (Format = MM/DD/YYYY)





EL-Y to EL-M

- ❑ Achieving **EL-Ys** are exited on the basis of either:
 - 5.0 Tier C on ACCESS and passing state reading assessment scores, or
 - Via a Language Assessment Conference (LAC) that convenes based on passing scores on state reading assessments and scores of 4.0-4.9 Tier C on ACCESS or fail reading and score 5.0 on the ACCESS.

- ❑ **EL-M** students have exited the ESOL program, are no longer eligible for language assistance services, and are in two year monitored phase.



Title III Data Elements Required for Federal and State Reporting

□ **EL MONITOR BASIS** is required when student's EL status is **EL -M**. It describes which method was used to determine the student's placement in the monitoring phase.

Must equal one of the following codes:	
'1'	ACCESS for ELLs [®]
'2'	Language Assessment Conference (LAC)
"3"	Exited in another state or from non-public school



Title III Data Elements Required for Federal and State Reporting

EL MONITOR YEAR indicates which year a student is being monitored (EL='M') after being removed from English Learner status (EL='Y'). The first year of monitoring is coded '1', and the second year is coded '2'.

EL- M1 First year as EL-M.

EL- M2 Note: after year two, EL-M students should be followed-up for value-added reporting.



EL-Y to EL-M and Changing Status Code

❑ CHANGE Status Code of ELs from **EL-Y** to **EL-M1**
on or after July 1

❑ Do not change **M1** to **M2** before July 1.

❑ CONSEQUENCES of coding EL-Y as EL-M1
before July 1

- Loss of funding.
- Potential impact on AMAO2.
- Potential impact on AYP.
- LEA must reimburse the state for testing of EL-M students at \$23.00 per student.



Title III Data Elements Required for Federal and State Reporting

- ❑ **Immigrant children** are students, ages 3-21, not born in any of the 50 states, the District of Columbia, or Puerto Rico, and who have been attending U.S. schools for less than 3 full academic years.
- **Immigrant children** include foreign students, immigrant students in private schools, and students born outside the U.S. to U.S. military personnel.



Title III Data Elements Required for Federal and State Reporting

- Private Immigrant students** are students identified as immigrant by both the private school and the public school system. Enter a numeric value in range of 0 to 9999 or blank.
- Private EL students** are students identified as ELs by both the private school and the public school system. Enter a numeric value in range of 0 to 9999 or blank.



Title III Data Elements Required for Federal and State Reporting

- ❑ **Title III – Parents Refused Service** refers to students whose parents refused direct language services for EL students.
- Under OCR legislation, LEAs must provide language support to EL students whose parents waived ESOL services.
- ❑ **ELs in SWD, Gifted, and EIP**– Districts must code the EL students' participation in each program separately according to the layouts. There is no coding for EIP program participation other than FTE segments.



Title III Data Elements Required for Internal Program Needs

- EL- R** students who were in monitoring phase and were reclassified or “returned” to LEP status in need of services.
- EL- LS** low-schooled EL students; students with two or more years of interrupted schooling.
- EL- MB** EL students who have had two or more moves in one school year; tracks mobility factor.
- EL- X** EL students who have exited ESOL and are now mainstreamed.
- EL-T3** EL students who receive alternate language assistance services because parents waived ESOL services.



Six State-Approved ESOL Delivery Models

Per Georgia SBOE rule 160-4-5-.02 Language Assistance

- ❖ Specification of delivery model required if **ESOL-Y**
- ❑ **Pull-out model (PO)**– students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
 - a model best limited to English Proficiency Levels 1 and 2 EL students;
 - for small districts with small EL population, the pull-out model can be used to serve all other proficiency levels.



Six State-Approved ESOL Delivery Models

Per Georgia State Education rule 160-4-5-.02 Language Assistance

❑ **Push-in model (PI)** (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

➤ For a **push-in class** to count towards FTE segments, the ESOL teacher and the content teacher although co-equals in the classroom, have distinct roles.



Six State-Approved ESOL Delivery Models

Per Georgia State Education rule 160-4-5-.02 Language Assistance

- ❑ **A cluster center (CC)** to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.
- ❑ **A resource center / laboratory (RC)** – students receive language assistance in a group setting supplemented by multimedia materials,
- ❑ **An innovative model** approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.
- ❑ **A scheduled class period (scheduled language acquisition or sheltered content)** – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs.



ESOL DELIVERY MODEL represents the method ESOL language services are delivered based on state-approved delivery models. If the student is identified as ESOL (ESOL = Y), then a valid delivery model must be selected.

<u>Valid codes for ELL Delivery Models</u>			
<u>Code</u>	<u>Description</u>	<u>Code</u>	<u>Description</u>
'1'	Pull-Out (PO)	'6'	Approved Innovative
'2'	Push-In (PI)	'8'	Sheltered Content
'3'	Cluster Center (CC)		
'4'	Resource Center (RC)		
'5'	Scheduled Language Acquisition		

For students in grades K-5, the ESOL delivery model is reported as a summary count of students at each grade level that received service. This data is reported on the School level record. For grades 6-12, the ESOL delivery model is reported for each individual student as information associated with the Course record.



Categories not Earning FTE

- Language Support Option for Special Cases** – ELs do not receive language assistance services through one of the state-approved models because of special circumstances, but they are provided language support through other means by the LEAs.
- Not Served** – ELs not receiving any language assistance or support. A violation of OCR law.



Changes for FY2013



- Option 9** – Approved IE2/Charter ESOL Delivery Model
- A new subgroup of options tied to students reported as EL = Y, ESOL = N

Code (not determined at this time)	Options
	Parent refusal – indirectly served
	Language support provided in Special Education
	Served by non-ESOL endorsed/certified teacher
	Served via a non-state approved model



State-Funded ESOL Courses for Language Acquisition and Academic Language Development

☐ **with 55. course prefix** (courses for elective credit – intended for students who enter with low ELP)

55.02100 – Communication Skills I

55.02200 – Communication Skills II

55.02300 – Reading and Listening in the Content Areas

55.02400 – Oral Communications in the Content Areas

55.02500 – Writing in the Content Areas

55.02110 – Communication Skills in Math

55.02120 – Communication Skills in Science

55.02130 – Communication Skills in Social Studies

55.02600 – Reading and Writing in Science

55.02610 – Reading and Writing in the Social Studies

55.02700 – Academic Language of Science and Math



State-Funded 9-12 ESOL English Language Arts Courses

❑ **with 23. course prefix**

Core ELA Courses (may be taught in a sheltered class model)

23.05100 – American Literature and Composition (required course)

23.05200 – English Literature and Composition

23.06100 – Ninth Grade Literature and Composition (required course)

23.06200 – Tenth Grade Literature and Composition

23.06300 – World Literature and Composition

23.06700 – Multicultural Literature and Composition

*23.06400 – Literary Types

*23.06600 – Contemporary Literature

*Core credit for these courses applies only to students who entered ninth grade prior to 2008-09, in accordance with State Board Rule on Course Offerings.



State-Funded 9-12 ESOL I-IV Courses

❑ **ESOL I-IV Courses (Incorporate both WIDA ELP standards and GPS for ELA)**

23.09100 – English ESOL I

23.09200 – English ESOL II

23.09300 – English ESOL III

23.09400 – English ESOL IV

➤ If an ESOL I-IV course will be counted for core ELA credit for graduation, the course must be aligned with the specific ELA course it will replace, and the GPS for the ELA course must be followed.

➤ ESOL I-IV may NOT be substituted for 23.06100 Ninth Grade Literature and Composition or 23.05100 American Literature and Composition for any student who entered 9th grade for the first time in 2008-09 or subsequent years.

❖ **Teacher must hold ELA certification as well as either the ESOL Endorsement or ESOL (P-12) certification.**



Allowable Segments per Student and Minutes per Segment by Grade Levels

State funding guidelines allow:

K-3 = 1 segment = 45 minutes daily/ 225 minutes weekly

4-8 = Up to 2 segments; 1 segment = 50 minutes daily/
250 minutes weekly

9-12 = Up to 5 segments, 1 segment = 55 minutes daily/
275 minutes weekly

*Note: Daily 90 minute block classes at the middle and high school levels = 2 segments



Title III AMAOs and Measuring Success of Title III Programs as Required by the NCLB

AMAOs are the Annual Measurable Achievement Objectives for English Language Learners



Each state develops 2 of the 3 AMAOs for state's use within the constructs allowed by US ED:

AMA0 1- Progress

AMA0 2 - Attainment of Proficiency

US ED determined the 3rd AMAO:

AMA0 3 – AYP for Academic Achievement.



Title III AMAOs under NCLB

Require LEAs to:

1. Increase the number or percentage of ELs making progress in learning English,
2. Increase the number or percentage of ELs attaining English proficiency by the end of the school year as determined by a valid and reliable assessment of English proficiency,
3. Make adequate yearly progress (AYP) for EL sub-group (meet state academic content and student achievement standards for AYP).



ELs' scores on ACCESS for ELLs® and LEAs' AMAOs 1 and 2

- ❑ ACCESS scores of ELs in the school district (LEA) determine LEA's meeting Title III AMAOs.
- ❑ ACCESS for ELLs® is the state-adopted ELP test.
- ❑ This large-scale test addresses the academic English language development (ELD) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English learners.



Consequence of Failing to Meet Title III AMAOs

❑ FAILURE for 2 CONSECUTIVE YEARS – LEAs must develop a district improvement plan that will ensure LEAs work toward meeting the objectives.

❑ FAILURE for 4 CONSECUTIVE YEARS – LEA must modify the curriculum, program and method of instruction, OR make a determination whether the LEA shall continue to receive Title III funds, AND require the LEA to replace educational personnel relevant to the failure to meet such objectives.



Title III Monitoring and Determining Compliance with Title III Law as Required by the NCLB

- ❑ Under NCLB, GaDOE is required to monitor school districts for compliance regarding identifying, serving, and assessing ELs.
- ❑ Title III Monitoring has two components: desk audits of the *Title III Self-Assessment Reports* (SAR) completed annually by all school districts reporting EL students and on-site monitoring of school districts conducted approximately every three years.



Title III Monitoring Checks for LEA Compliance on 5 Elements

- I. Instructional Programs
- II. Professional Development
- III. Parental Notification and Outreach
- IV. Fiduciary Responsibility
- V. Records and Maintenance



Evidences of Best Practices in Record Keeping and Data Use



I. EL Permanent Record Folder

- ✓ W-APT, ACCESS, and other tests scores
- ✓ Copy of HLS and Retention data

II. ESOL Folder

- ✓ Original HLS (in L1 or bilingual)
- ✓ W-APT scores
- ✓ Copy of Title III-approved form for parent notification of initial placement (in L1 or bilingual) and parent notification of continuing placement* (in L1 or bilingual)
- ✓ Original signed Parental Refusal/Waiver for (if applicable)*
- ✓ ACCESS scores (Teacher Report) and evidence they were sent home in parents' language (Parent Report)*
- ✓ Evidence that a TPC meeting was convened and an ELL-TPC form with committee signatures is on file
- ✓ Post-monitoring documents for EL-M students (academic supports, LAC and other exit documents, including parent notification)*
- ✓ Supporting documents if dually served through Gifted and/or Special Education*



Evidences of Compliance in Record Keeping and Data Use (Non-negotiables)

Title III Sec 3302, 3116, 3121, 3302(a)(7), Title I Sec 1111, OCR, state)

- ✓ Retention data as appropriate
- ✓ Original HLS in parents' language or TransAct HLS for newly enrolled students
- ✓ W-APT materials and scores
- ✓ Evidence of parents' notification of their child's eligibility to receive ESOL services in L1 or bilingual
- ✓ Evidence of annual continuation of services notification form sent to parents in L1 or bilingual
- ✓ Original signed parental Refusal/Waiver for direct language services (if applicable)
- ✓ Copies of the ELP results (ACCESS Teacher Report) filed for each year the student has taken the test and other test scores



Evidences of Compliance in Record Keeping and Data Use (Non-negotiables)

Title III Sec 3302, 3116, 3121, 3302(a)(7), Title I Sec 1111, OCR, state)

- ✓ ACCESS Parent Reports (with home language version) or documentation that parent report was sent/received in the parents' language
- ✓ Current ELL-TPC Plan Form with committee members' signatures on file or if none, evidence/documentation that a TPC meeting was convened and a decision was made not to provide testing accommodations
- ✓ If EL-M, LAC and other exiting documents, including parent notification
- ✓ Post-exit monitoring documents for EL-M1 and EL-M2
- ✓ Supporting documents of ESOL teacher's participation if dually served through Special Education, e.g. IEP.



GaDOE ESOL and Title III Resources



Georgia Department of Education website

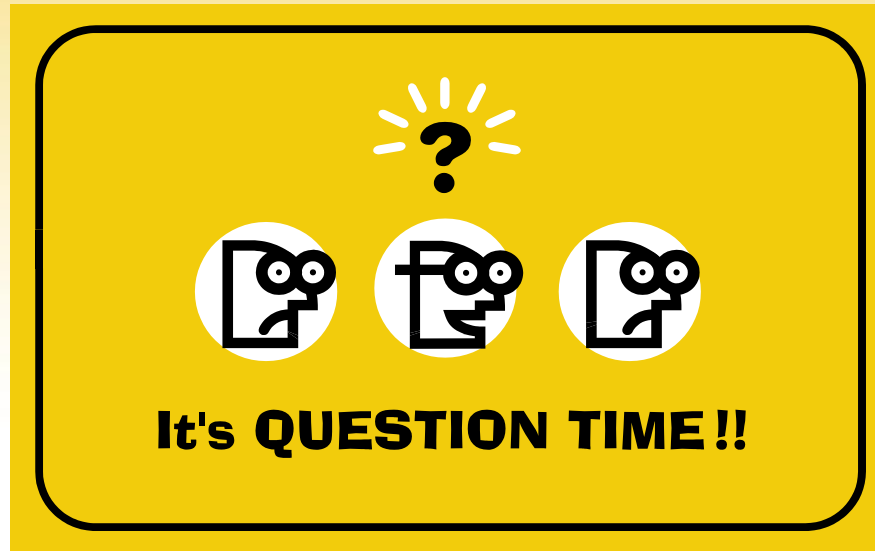
<http://www.gadoe.org>

GaDOE ESOL/Title III/ESOL website:

http://www.doe.k12.ga.us/ci_iap_esol.aspx



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QUESTIONS AND COMMENTS



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Thank you!



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