Title III Timeline and Reporting Requirements:

Wrapping up FY2023, Preparing for FY2024

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Title III Timeline and Reporting Requirements:

Wrapping up FY23, Preparing for FY24

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OKLAHOMA Education

Topics

- Basic Requirements

- Reporting Requirements
  - Progress Monitoring
  - Program Evaluation
  - End-of-Year Language Instruction Performance Report

- Preparing for FY24
  - Consortium Packets
  - Identification
    - English Learner Identification
    - Immigrant Status
    - The English Language Academic Plan (ELAP)
  - Applications
  - The Language Instruction Education Program (LIEP)

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Title III / EL Basic Requirements

- Timely identification and assessment of English Language Learners (ELs)

- A research-based language program (LIEP)

- Staff who are sufficiently trained to meet student needs

- Equal opportunity for students to meaningfully participate in all school activities without unnecessary segregation

- Address the language needs of ELs also classified under 504/IDEA

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Title III / EL Requirements (cont.)

- Address the needs of ELs who opt out of supplemental services

- Monitor the progress of ELs both within the English Language program and after exiting services

- Evaluating the effectiveness of the language program

- Meaningful communication with parents of ELs

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Reporting Requirements – Progress Monitoring

English Learner (EL) Monitoring Form

Student Name:		ID#		Grade:	
LEA Name:		School:		School Year:	

☐ 1st year after score of Proficient on WIDA assessment ☐ 3rd year after score of Proficient on WIDA assessment
☐ 2nd year after score of Proficient on WIDA assessment ☐ 4th year after score of Proficient on WIDA assessment

First Semester

Proficiencies in the Regular Classroom		First Semester	
Oral Proficiency	Student is making progress in oral language development.	Yes	No
Reading Proficiency	Student is making progress in reading skills.	Yes	No
	Student is making progress in reading comprehension.	Yes	No
Writing Proficiency	Student is making progress in written grammar.	Yes	No
	Student is making progress in spelling.	Yes	No
	Student is making progress in written expression.	Yes	No

Team Recommendation:
☐ Continue Monitoring Status
☐ Other/Interventions (specify):_____
Team Comments:

English Language Development (ELD) Monitor	ELD Monitor's Signature	Date
Regular/English Teacher Name	Regular/English Teacher's Signature	Date
Administrator Name	Administrator's Signature	Date

Second Semester

Proficiencies in the Regular Classroom		Second Semester	
Oral Proficiency	Student is making progress in oral language development.	Yes	No
Reading Proficiency	Student is making progress in reading skills.	Yes	No
	Student is making progress in reading comprehension.	Yes	No
Writing Proficiency	Student is making progress in written grammar.	Yes	No
	Student is making progress in spelling.	Yes	No
	Student is making progress in written expression.	Yes	No

Team Recommendation:
☐ Continue Monitoring Status
☐ Other/Interventions (specify):_____
Team Comments:

English Language Development (ELD) Monitor	ELD Monitor's Signature	Date
Regular/English Teacher Name	Regular/English Teacher's Signature	Date
Administrator Name	Administrator's Signature	Date

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The academic progress of former English Learners that have reached proficiency is to be monitored even after a score of proficient. Sample documentation will be checked in monitoring.

Not Strictly Title III, but…
Program Evaluation

- The American Rescue Plan requires that LEAs evaluate the effectiveness of EL-specific interventions funded through ESSER III.

- OSDE strongly recommends regular program evaluation and to that end has developed a broad template for evaluating programs targeting English Learners.

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ELD Program Evaluation Template

- This template is available on the OSDE website at: https://sde.ok.gov/english-language-proficiency-assessments

ELD Program Evaluation Template (cont.)

Annual Measurable Objectives

Examples of Measurable Objectives for evaluating the effectiveness of the English Language Development Program include, but are not limited to:

- Improvement in WIDA ACCESS scores
- a set percentage of students meeting target growth expectations
- improvement in OSTP scores
- a set percentage of course completion (especially of core courses)
- meeting grade or grade point average goals
- reduction in disciplinary actions, meeting graduation rate targets (including years to graduation)

- limiting the dropout rate to an established percentage
- meeting participation targets for extended day/summer school
- number/percentage of students obtaining the Seal of Biliteracy
- meeting targeted college acceptance rates
- rates of involvement of ELs in extracurricular activities or Gifted and Talented programs
- number of teachers with ESL certification or endorsement.

Objective	Met	Not met	Comments
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	

Action Steps

For each Measurable Objective that was not met, complete the following table with strategies and a timeline for improving performance.

Area in need of improvement:		
Action Steps		
Action Steps	Timeline for Implementation	Person(s) Responsible
Supplemental Support for Specific Subgroups		

Area in need of improvement:		
Action Steps		
Action Steps	Timeline for Implementation	Person(s) Responsible
Supplemental Support for Specific Subgroups		

Reporting Requirements –
Language Instruction Performance Report

- All LEAs in the state are required to complete the annual Language Instruction Performance Report on Single Sign-On.

- The **FY23** report is due **June 30, 2023**.

- This report shows a grade-level breakdown of numbers of English Learners in differing types of LIEP.

- The pre-populated grade-level totals in the report will be drawn from the October 1, 2022 data in the WAVE.

- The Language Instruction Performance Report allows OSDE to verify that English Learners are being served by the LEAs where they are enrolled. The U.S. Department of Education then collects the information on a national level.

- A separate webinar will provide a step-by-step walk through the Language Instruction Performance Report.

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Preparing for FY24

- **Consortium Packets**: due by June 30 each year.

- In order to receive a Title III allocation, LEAs must serve enough English Learners to generate an allocation of $10,000 (the per pupil amount varies every year, but this is usually between 120 and 130 students).

- LEAs that do not reach that $10,000 threshold can join to form a consortium, combining counts in order to reach the $10,000 allocation threshold.

- LEAs wishing to form such a consortium should designate a lead LEA and submit the Title III Consortium Packet by June 30.

- The 2023-2024 Title III Consortium Packet is available on the OELP website: https://sde.ok.gov/el-and-title-iii-state-monitoring-resources

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English Learner and Immigrant Student Identification

- English Learners are to be identified within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment during the school year.

- The identification process begins with the Home Language Survey (HLS). The current HLS is available on the OELP website: https://sde.ok.gov/elbilingual-identification-resources

- The answers provided on the HLS do not determine EL status, but they do indicate which students are to be screened with the WIDA assessment.

- Only the WIDA assessment can be used to determine EL status

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Immigrant Status

For the purposes of the Title III-Immigrant program, Immigrant students are defined as those who meet the following three criteria:

- The student is between the ages of 3 and 21;

- The student was not born in any of the 50 United States, the District of Columbia or the Commonwealth of Puerto Rico;

- The student has not been enrolled in a US school for more than three years.

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The English Language Academic Plan (ELAP)

Once students have been identified and tested, districts must then create an English Language Academic Plan (ELAP) for each EL.

This form is available on the OELP website: https://sde.ok.gov/elap-guidance-and-support-resources

The English Language Academic Plan (ELAP)

- The ELAP is similar to an IEP and should be developed by certified staff.

- The ELAP outlines basic student demographic information, testing data, educational goals, and accommodations for testing and learning

- ELAPs can follow a student in a specific year, but are to be updated every year based on new testing data

- ELAP completion is mandatory and sample documentation is required for monitoring

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The ELAP (cont.)

- Districts are allowed to use electronic resources to create ELAPs, as long as all required information is recorded

- It is mandatory that parents be notified of the completion of an ELAP. Districts are expected to make a reasonable effort to ensure that parents understand their children's educational status.

- Parents have the right to opt out of supplemental services, although this does not change the student's EL status, nor does it exempt the district from facilitating and encouraging student learning.

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The Language Instruction Educational Program (LIEP)

- All LEAs serving English Learners must also develop a Language Instruction Educational Program, detailing how the LEA intends to meet the federal requirements for addressing the needs of English Language Learners.

- While much of the information on the LIEP template deals with civil rights obligations, it will also outline the district's educational program, including the type(s) of instructional model adopted and how the LEA will meet the various Civil Rights requirements regarding English Learners.

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The LIEP (cont.)

- Beginning with the 2022-2023 school year, the LIEP is a stand-alone document uploaded to the Title I application in GMS, much like the other required Title I plans (CDAP, Schoolwide/Targeted Assistance Plans)

- A template is available on the Office of English Language Proficiency's website (https://sde.ok.gov/liep-guidance-support-resources). The LEA will complete the template, save it as a .pdf file, and upload it in the Title I portion of the Consolidated Application.

- A separate webinar provides a more in-depth overview of the new LIEP Template. A recording of that webinar is available at: https://sde.ok.gov/liep-guidance-support-resources

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Applications

All districts that reported EL students in the previous year's October Counts are required to complete the LIEP and upload it in the Title I application. This should align in broad terms with the Program Details tab of the Title III application.

Districts receiving Title III funds, or Consortia receiving Title III funds are required to address all three of the following areas:

a) Program improvement

b) Professional development

c) Parent/family engagement

Since all districts receiving Title III funds are required to use some of their allocation on professional development, all districts with a Title III allocation will have to complete the Professional Development Worksheet under the Program Detail tab.

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In Closing

If you have any further questions about the Title III program or reporting requirements, please do not hesitate to contact me.

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