



ESSA Institute, Title III, Part A Updates

Austin, Texas
March 27, 2018

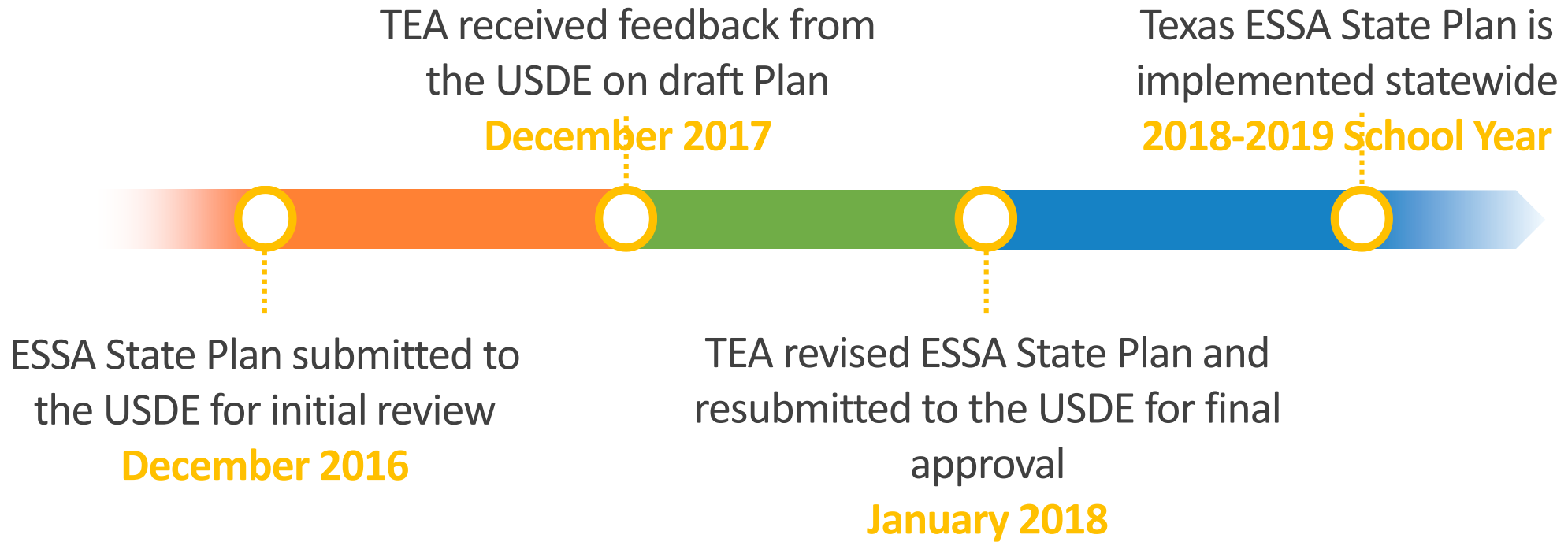
TEXAS EDUCATION AGENCY ENGLISH LEARNER SUPPORT DIVISION
DR. BARBARA KENNEDY, DIRECTOR OF ENGLISH LEARNER SUPPORT
SUSIE COULTRESS, STATE DIRECTOR OF TITLE III/BILINGUAL/ESL
RICKEY SANTELLANA, TITLE III COORDINATOR

Today's Agenda

Topics

1. ESSA State Plan, Title III, Part A (approved March 26, 2018)
2. TELPAS Alt
3. Draft Student Exit Rubric: Stakeholder Input
4. Title III Updates
5. Proposed TAC 89 Revisions
6. English Learner Support Initiatives

Texas ESSA State Plan – Development and Implementation Timeline



ESSA State Plan, Title III, Part A

Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, **standardized, statewide entrance and exit procedures**, including an assurance that all students who may be English learners are **assessed** for such status **within 30 days of enrollment** in a school in the State.



Standardized, Statewide Program Entrance Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“In accordance with Texas Education Code (TEC) 29.056 (a) (1) (2) and (3), if the response on the [Home Language Survey] HLS indicates that a language other than English is used, the student is evaluated using **the TEA-approved English language proficiency test.**”

- Texas **currently** allows for school districts to select from the *List of Approved Tests* a language proficiency test of their choice to use for identification and program entrance decisions.
- Beginning in school year **2019-2020**, school districts will need to **use a single, TEA-approved test** for identification and program entrance decisions to ensure that the program entrance procedure is *standardized statewide*.
- The **TEA will be developing a process for selecting the TEA-approved test for program entrance**, and test selection will be conducted in timely and meaningful consultation with stakeholders reflecting the geographic diversity of the State.

Standardized, Statewide Program Entrance Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“The State assures that **all students will be identified as English learners** (or non-ELs, as appropriate) within **four weeks** of enrollment.”

- Texas **currently** holds school districts accountable for identifying students as English learners within **20 school days** of enrollment.
- TEC 29.053(b) requires that school districts determine the number of English learners on each campus and classify them according to the language in which the student possesses primary proficiency within **four weeks** of enrollment.
- ESSA requires assurances that students are identified as English learners (or non-ELs, as appropriate) within **30 days** of enrollment.
- Beginning in the **2018-2019** school year, Texas school districts will be required to identify English learners within **four weeks** of enrollment (calendar weeks).

A red speech bubble with a white outline and a tail pointing towards the word "four" in the second list item. The text inside the bubble is "Calendar weeks" in red.

Calendar weeks

ESSA State Plan, Title III, Part A

Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, **standardized, statewide** entrance and **exit procedures**, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



Standardized, Statewide Program Exit Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

- Current **results from the State’s annual English proficiency test (TELPAS);**
- Current satisfactory performance on the **reading** assessment instrument under the TEC, §39.023(a), or a **score above the 40th percentile on both the English reading and English language art sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grades 1, 2, 11, or 12; and**
- ***Results of a subjective teacher evaluation, using the TEA-approved Student Exit Rubric.”**

A red speech bubble with a white background and a red border, pointing towards the list. It contains the text "AT or ABOVE 40%".

AT
or ABOVE
40%

Standardized, Statewide Program Exit Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

- Current **results from the State’s annual English proficiency test (TELPAS);**
- Current satisfactory performance on the reading assessment instrument under the TEC, §39.023(a), or a score above the 40th percentile on both the English reading and English language art sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grades 1, 2, 11, or 12; and
- Results of a subjective teacher evaluation, using the TEA-approved Student Exit Rubric.

Standardized, Statewide Program Exit Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

- Current results from the **State’s annual English proficiency test [Texas English Language Proficiency Assessment System] (TELPAS).**”
 - Texas **currently** allows for school districts to select from the *List of Approved Tests* a language proficiency test of their choice to use for program exit decisions. **This will still be the case in 2018-2019.**
 - Beginning in school year **2019-2020**, school districts will need to **use a single, TEA-approved test (TELPAS) and a single norm-referenced Reading/Language Arts test for students in grades 1, 2, 11, and 12**, for program exit decisions to ensure that the program exit procedure is *standardized statewide*.
 - *Note: The **writing portion of the TELPAS** will serve as the TEA-approved criterion-referenced written test for exit criteria **at all grade levels**.

Standardized, Statewide Program Exit Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

- Current results from the State’s annual English proficiency test (TELPAS);
- Current satisfactory performance on the reading assessment instrument under the TEC, §39.023(a), or a score above the 40th percentile on both the English reading and English language art sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grades 1, 2, 11, or 12; and
- *Results of a subjective teacher evaluation, using the TEA-approved Student Exit Rubric.”

Standardized, Statewide Program Exit Procedure

The Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

- *Results of a **subjective teacher evaluation, using the TEA-approved Student Exit Rubric.**”
 - Texas **currently** allows for teachers to utilize a variety of data sources (student portfolio, anecdotal notes, etc.) to inform the subjective teacher evaluation portion of the exit criteria.
 - Beginning in school year **2018-2019**, teachers will need to **use a single, TEA-approved instrument (Student Exit Rubric)** to inform the subjective teacher evaluation portion of the exit criteria and ensure that Texas has a *standardized, statewide* exit procedure.
 - The **TEA is currently developing** the **Student Exit Rubric** in timely and meaningful consultation with stakeholders from across the State in the coming months.
 - *Note: The **writing portion of the TELPAS** will serve as the TEA-approved criterion-referenced written test for exit criteria **at all grade levels.**

Summary and Next Steps

ESSA State Plan, Title III, Part A: **Approved** Revisions and Next Steps

Revision to Current Procedure	Implementation Date	Next Steps
Identify students for program entrance within 4 weeks of enrollment (no longer 20 school days).	2018-2019 School Year	<ul style="list-style-type: none"> Adjust language in Chapter 89 Rule text to bring rule in alignment with federal requirements under ESSA. Update Language proficiency Assessment Committee (LPAC) training materials to align with revised rule text.
Utilize a standardized Student Exit Rubric to inform Subjective Teacher Evaluation portion of program exit criteria (no longer a variety of data points).	2018-2019 School Year	<ul style="list-style-type: none"> Develop Student Exit Rubric in meaningful consultation with stakeholders. Train ESCs/LEAs on the Student Exit Rubric.
Utilize a single, TEA-approved English language proficiency test and a single, TEA-approved norm-referenced Reading/English Language Arts assessment for students in grades 2-12 as part of the standardized, statewide program entrance procedure.	2019-2020 School Year	<ul style="list-style-type: none"> Encourage school districts to make use of any purchased tests from the List of Approved Tests during the 2017-2018 and 2018-2019 school years. Develop and implement a process for identifying the single, TEA-approved tests for program entry, in meaningful consultation with statewide stakeholders. Ensure that adequate training is provided to test administrators by the publisher of the selected TEA-approved tests for program entry.
Utilize a single, TEA-approved English language proficiency test and a single, TEA-approved norm-referenced Reading/English Language Arts assessment for students in grades 1, 2, 11, and 12 as part of the standardized, statewide program exit procedure.	2019-2020 School Year ALL TELPAS Domains AH PLUS STAAR/Norm-Referenced	<ul style="list-style-type: none"> Encourage school districts to make use of any purchased tests from the List of Approved Tests during 2017-2018 and 2018-2019.

ESSA State Plan, Title III, Part A

2019-2020 English Proficiency Exit Criteria											
	1 st /2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th /12 th	
English Language Proficiency Assessment	TELPAS Advanced High in Listening, Speaking, Reading, and Writing										
State Standardized Reading Assessment	TEA-approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above	STAAR Reading (English) meets the passing standard					STAAR English I EOC meets the passing standard	STAAR English II EOC meets the passing standard	TEA-approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above		
Teacher Evaluation	Use of the standardized Student Exit Rubric										

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1. Proposed ESSA State Plan, Title III, Part A
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3. Draft Student Exit Rubric: Stakeholder Input
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6. English Learner Support Initiatives

Most significant cognitive disabilities;
Alternate ELP standards: Holistic Inventory;
Reduce the amount of domain exemptions;
ELP-aligned observable behaviors (L, S, R, W);
TELPAS-Alt: 4600 Students (3-12) plus 2nd;
K-1 they will use TELPAS holistic rubric, but
they can still be exempt (domain by domain);
ARD/LPAC need to make a decision for
TELPAS-Alt for 2-12th.

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Commonalities among all four draft versions

- Rubric Title: *English Learner Exit Rubric*
- Introduction: *This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the exit criteria, providing teacher documentation of the student’s English language proficiency with [both social and] academic language and informing the Language Proficiency Assessment Committee (LPAC) of the student’s readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.*
- Statement: *This student routinely demonstrates the readiness for reclassification as a non-English learner and the ability to successfully participate in non-linguistically accommodated English instruction in all content areas.*

Secondary: Teacher who is familiar with the linguistic needs of the child.

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- Title III- ESC Basic Service Grant & Compliance Checklist
- ESSA Consolidated Grant
 - 2016-2017 Annual Validation Process
 - Selection of LEAs
 - Validation Findings
 - 2017-2018 Annual Validation Process
 - 2018-2019 ESSA Consolidated Grant
- Shared Service Arrangement (SSA) Agreements
- Title III 2018 Symposium

ESSA Consolidated Grant Annual Validation Process

- TEA is in the process of notifying LEAs or fiscal agents that their 2016-2017 validation is completed.
- The 2016-2017 annual validation process was a transitional year into what will be requested with the 2017-2018 ICRs.
- TEA has been flexible with the documentation retained and submitted to TEA for the 2016-2017 validation process.
- TEA has provided additional guidance to LEAs and fiscal agents to assist in meeting the requirements for the 2017-2018 school year along with examples.

2016-2017 LEA Annual Validation Process

The LEA must have indicated a YES response on their 2016-2017 Compliance Report

- 154 LEAs were randomly selected across all 20 regions
- 4 Questions were selected from the 2016-2017 Compliance Report

Question 2 (100 LEAs)

Question 6 (16 LEAs)

Question 7 (32 LEAs)

Question 12 (6 LEAs)

The following slides will provide additional information related to each question.

2016-2017 Validation Process

Question 2

Did the district implement an effective means of outreach to **parents of LEP/immigrant students** to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students?

- **Presentation**- Documentation can be power point slides, presenter's notes, or handouts. TEA will be reviewing the quality of the **content** delivered and ensure it meets the requirements of Title III, Part A.
- **Agenda and Sign-in sheets**- Documentation reflects that the activity occurred during the **2016-2017 academic year**.
- **Email, Newsletter or Flyer**- Documentation shows that the activity was **disseminated** and conducted for parents of LEP/immigrant students above and beyond what is required under Title I.

Question 2 Validation Findings

Examples of documentation submitted that required additional evidence or clarification.

- Sign-in sheets of Meet the Teacher events
- District/Campus wide Literacy Nights (for all parents)
- Title I Parent Newsletters
- Information sent home in Spanish

2016-2017 Validation Process

Question 6

Did the LEA **ensure** that any **third-party contracts** associated with the Title III, Part A – LEP program required the contractor to break out administrative costs, which were included in the 2% limit?

- Copy of third-party contract, requiring the break-out of administrative costs.
- Budget/expenditure documents documenting administrative and program costs.

Question 6 Validation Findings

Examples of documentation submitted that required additional evidence or clarification.

- Emails from the LEA stating that they did not have any third-party contracts
- Emails/calls from LEAs/ESCs asking for clarification of who is considered “third-party”

2016-2017 Validation Process

Question 7

Did the LEA ensure that appropriate time and effort records were maintained for staff who were **split-funded** with Title III, Part A – LEP and other funds?

- Documentation for charges to payroll, as required in the applicable EDGAR cost principle
- Time and Effort Report

Question 7 Validation Findings

Examples of documentation submitted that required additional evidence or clarification.

- Emails from the LEA stating that they did not have any staff split funded with Title III funds
- Hand written time logs (needed clarification)
- Calendar Schedules (needed clarification)

2016-2017 Validation Process

Question 12

Did the LEA ensure that Title III, Part A – Immigrant-funded programs provide enhanced instructional opportunities for **immigrant children and youth**?

- The district or campus plan describing how the Title III, Title III, Part A – Immigrant program enhances instructional opportunities for immigrant children and youth.
- Documentation that program beneficiaries are immigrant children and youth.

Question 12 Validation Findings

Examples of documentation submitted that required additional evidence or clarification.

- Roster of Immigrant students

2017-2018 LEA Annual Validation Process

TEA will be requesting more detailed documentation when it comes to evidence related to the following:

- Training opportunities for parents and families
- Engagement activities for the following:
 - Parents;
 - Families; and
 - Community

The new language will be added in the **2017-2018 Guide to Program Implementation Questions.**

2018-2019 ESSA Consolidated Application Program Guidelines

Separate Program Guidelines

- Title III, Part A –English Language Acquisition, Language Enhancement, and Academic Achievement
- Title III, Part Immigrant Children and Youth

This change has been made due to each having their own Notice of Grant Award (NOGA) and program requirements.

Shared Service Arrangement (SSA) Agreements-continued

- Is the fiscal agent asking for the LEA to be responsible for sections of the grant requirements without funds?
- Is the language clear to who would be responsible for retaining the documentation if asked for by TEA?
- Many of the agreements do not reference who would be responsible for **parent, family and community activities**.
- Make sure the agreement isn't listing professional development opportunities they already have access to through the Basic Service Grant.

Title III 2018 Symposium

- July 25-26, 2018
- Registration Link <https://goo.gl/HGJ9Sq>
- Presentation Proposals
- Call for Facilitators



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Project Purpose and Timeline

- Purpose
 - Align TEC 29 and TAC 89
 - Revise TAC 89 (last revised in 2012)
- Timeline
 - Stakeholder Input (June 2017 – February 2018)
 - TEA Rule-making (February – April 2018)
 - Posted for public comment (April 20 – May 21, 2018)
 - Further TEA review (May 22 – July 1, 2018)
 - Anticipated official release (July 4, 2018)

Proposed TAC 89 Revisions (Continued)

Overview of Proposed Revisions

- Terminology and definitions
- Identification and exit process
- Exceptions and waivers process
- Program model descriptions
- Participation of English-proficient students

Note

- This list presents a general overview of the proposed revisions to TAC 89.
- Additional revisions are proposed that are not included in this list.
- To view and provide input on the complete set of proposed revisions to TAC 89, please access during the public comment period (April 20 – May 21, 2018).

Proposed Revisions

- Terminology and definitions
 - English language learner -> English learner
 - Native language -> primary language
 - Bilingual Education Allotment
 - Exit (“transfer out” in TEC 29 vs. Reclassification (no longer classified as limited English proficient))
- Identification and exit process (discussed during ESSA State Plan section)

Proposed Revisions

- Exceptions and waivers process
 - Clarify district documentation requirements
 - Refine requirements for comprehensive professional development plan
 - (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
 - (ii) includes the non-certified teachers that are assigned to implement the proposed alternative program; and
 - (iii) may include additional teachers who work with English learners;
 - Link application process to annual district reporting requirements
 - Update application filing process (replace spreadsheet application with technology-based application)

Proposed Revisions

- Program model descriptions
 - Organization
 - Basic program model parameters (students served, program duration)
 - Teacher certification requirements
 - Program model goals
 - Program model instructional design
 - Clarification between ESL pull-out and Content-based ESL program models
 - Clarification between the four allowable bilingual program models

Sample Program Model Description

- An [ESL/pull-out](#) program model is:
 - An English acquisition program that serves students identified as English learners through English instruction by a teacher [certified in ESL under TEC, §29.061\(c\) through English Language Arts](#).
 - The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school.
 - This model targets English language development through academic content instruction that is linguistically and culturally responsive in [English language arts](#). Instruction shall be [provided by the ESL teacher in a pull-out or inclusionary delivery model](#).

Sample Program Model Description

- An [ESL/content-based](#) program model is:
 - An English acquisition program that serves students identified as English learners through English instruction by a [teacher certified in ESL](#) under TEC, §29.061(c).
 - The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.
 - This model targets English language development through academic content instruction that is linguistically and culturally responsive in [English language arts, mathematics, science, and social studies](#).

Proposed TAC 89 Revisions (Continued)

Sample Program Model Description

- Transitional bilingual/late exit is a bilingual program model in which:
 - Students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
 - Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2) for the assigned grade level and content area.
 - The goal of late-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.
 - This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.

Proposed TAC 89 Revisions (Continued)

Sample Program Model Description

- Dual language immersion/one-way is a bilingual/biliteracy program model in which:
 - Students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
 - Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b-1) and (b-2) and for the assigned grade level and content area.
 - The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English.
 - This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

Proposed TAC 89 Revisions (Continued)

Proposed Revisions

- Participation of English proficient students
 - School districts may enroll students who are not English learners in the bilingual education or ESL program in accordance with the Texas Education Code (TEC), §29.058. However, school districts shall fulfill their obligation to provide required bilingual program services to English learners, as per TEC, §29.053. Moreover, the number of participating students who are not English learners shall not exceed 40 percent of the number of students enrolled in the program district-wide, as per TEC, §29.058.

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Enhancement of Web-Based Resources for English Learner Programs

- Videos and interactive guidance to enhance family and practitioner resources available through the English Learner portal

Improve Supports for English Learners with Disabilities

- Revision of existing policies and creation of a system of technical support for districts to improve the processes by which English Learners with disabilities are identified and served

ESL and Bilingual Initiatives

- Coordinators Carlene Thomas (ESL) and Elizet Rodríguez (bilingual)
- Literature reviews – research-validated best practices in ESL/bilingual program models and instruction
- Data analysis – English learner academic achievement outcomes in Texas (by program model)
- Enhanced tools to support the field (e.g., *Student Exit Flowcharts* for 2017-2018)
- Implementation guides – professional development and tools to support program implementation

Timeline

- Web-conference PD modules with ESCs (April – July 2018) – stakeholder input
- Web-based Implementation Guides (anticipated release, August 2018)

This slide presentation will be posted on the TEA Bilingual/ESL and Title III, Part A web pages.

Thank you!

- Please contact us at EnglishLearnerSupport@tea.texas.gov with questions!
- For further clarification on the proposed ESSA State Plan, Title III, Part A section, see the support documents posted on the TEA Title III, Part A web page.
- The TEA Division of English Learner Support continues to gather questions regarding the proposed ESSA State Plan, Title III, Part A section, submitted via the link posted on the TEA Title III web page, and will post additional FAQ documents to the web page, as needed.