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Title III,  
Language Instruction for LEP  
and Immigrant Students,  
Fall 2005  
Administrative Workshops

Presenter:

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Division of Language Minority and Migrant Programs

Indiana Department of Education



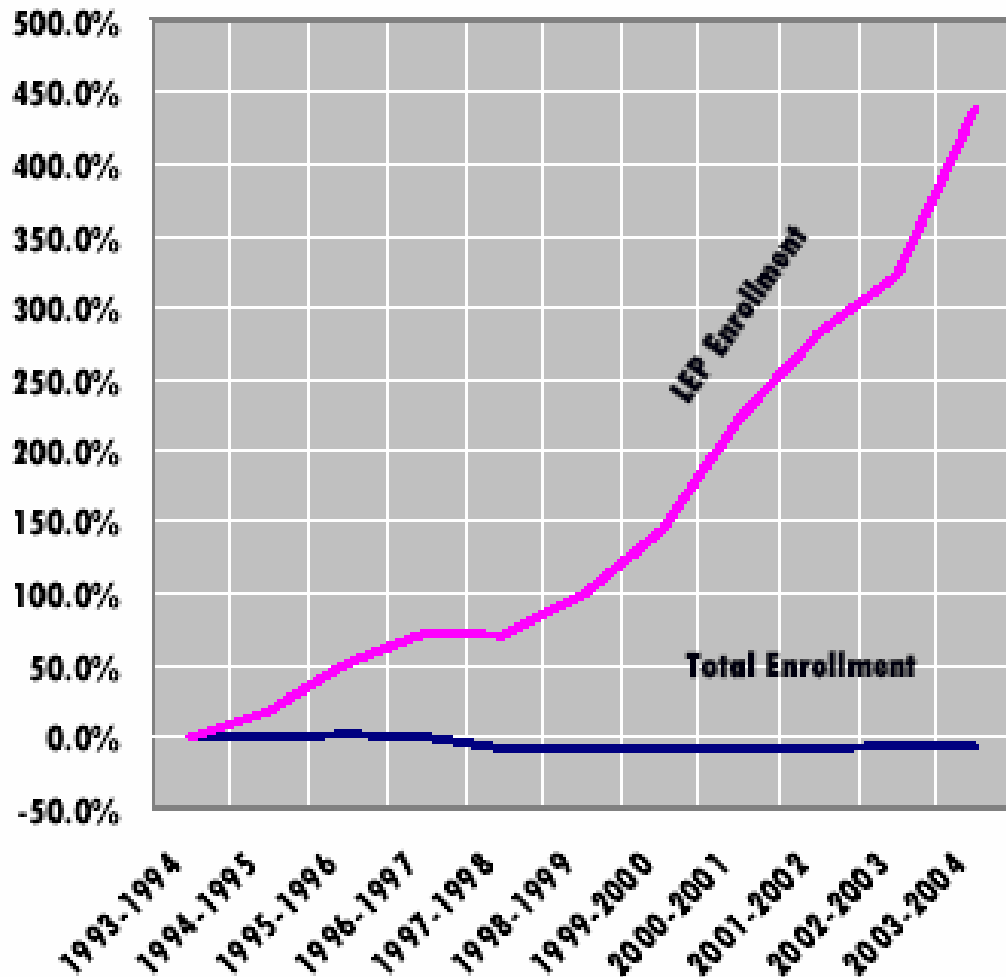
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# Outline:

- I. Introduction
- II. NCLB Title III Requirements & Reporting
- III. Assessment of LEP Students
  - ISTEP+ / ISTAR
  - English proficiency assessment
- IV. Implementing ELP Standards
- V. Reclassification of LEP Students
- VI. Other Issues
- VII. Questions



## Number of LEP Students in Indiana:



Did you know...

Over the past 10 years, Indiana has had the 4<sup>th</sup> highest rate of growth in LEP students in the nation according to the Council of Chief State School Officers

*The number of LEP students more than doubled in the past five years.*



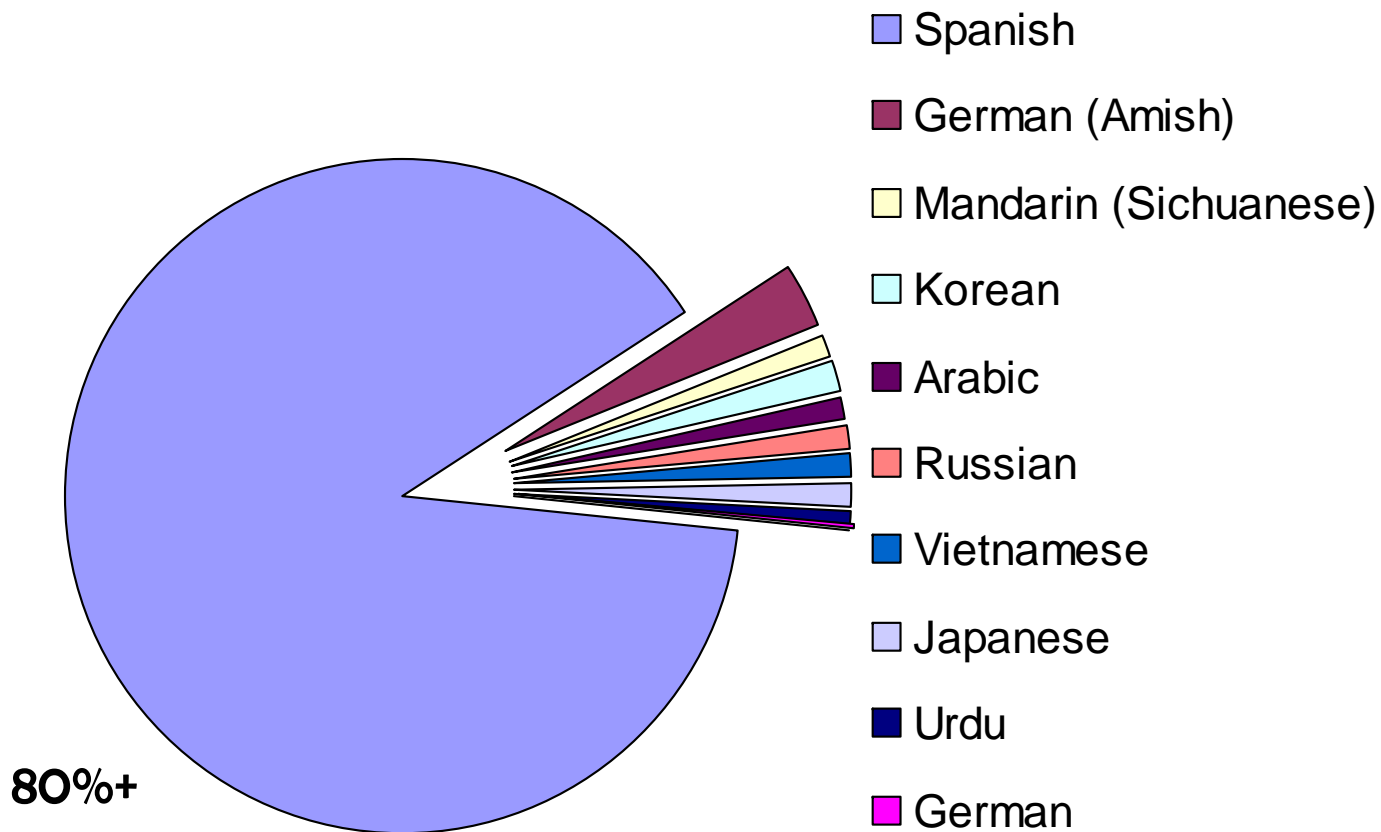
## National LEP Growth from 1994 to 2004:

State	ELLs 2003-04	Total Enrollment	% ELL 2003-04	ELLs 1993-94	% Change
S. Carolina	12,653	125,539	10.1%	2,036	521.5%
N. Carolina	70,937	109,805	64.6%	12,428	470.8%
Tennessee	19,352	974,133	2.0%	3,533	447.7%
<b>Indiana</b>	<b>28,741</b>	<b>1,010,688</b>	<b>2.8%</b>	<b>5,342</b>	<b>438.0%</b>
Georgia	59,126	1,513,521	3.9%	11,877	397.8%
Nebraska	15,586	326,516	4.8%	3,714	319.7%
Alabama	13,312	732,401	1.8%	3,214	314.2%
Nevada	58,753	385,414	15.2%	14,370	308.9%

# Top 10 Native Languages of Indiana's LEP Students SY 2004-05:

225

The number of native languages other than English represented in Indiana schools SY 2004-05



## 2005-06 Title III Sub-grantees:

- Allocation information in July 15<sup>th</sup> Superintendent's Mailing
- Title III funding is supplemental

### LEP:

- Minimum of 42 LEP students as of SY 2003-04
- 87 districts qualifying individually at \$239/pp
- Cap of \$150,000 for consortia applicants

*Late consortia applicants may be subject to limited funding based on cap.*

### Immigrant:

- 6 districts qualifying based on immigrant influx at \$150/pp
- Grant applications are due September 2<sup>nd</sup> but will be accepted

95% of Indiana's LEP students (as of SY 2003-04)  
*will be served through Title III funds*



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## Grant Application Narrative Components:

### Instructional –

- Program & Activities
- Effectiveness
- Non-public collaboration
- Annual Measurable Achievement Objectives (AMAOs)

### Professional Development –

- Quality
- Timeline

### Parental –

- Notification
- Involvement

### Scientifically Based Research – (citations)

### Budget – (personnel detail)

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## NCLB Title III Requirements:

- Develop a high quality language instruction educational program to assist children in learning English, and meeting State academic content standards.  
(see Title I Paraprofessionals Guidance)  
(see Non-Public Collaboration Guidance)
- Provide high quality professional development to classroom teachers.
- Provide an annual notification to parents of child's level of proficiency and placement in language program.  
( see Parent Communication Guidance)



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## Title III Assurances:

School districts receiving Title III funds sign assurances that the program will:

- enable children to speak, read, write and comprehend English and meet challenging State standards,
- consult with teachers, researchers, school administrators, parents, and **non-public** schools in developing the grant application,
- implement activities based on scientific research with demonstrated effectiveness with LEP students,
- annually assess the English proficiency level of all students,
- assess students on academic standards,
- notify parents of students identification and placement into a language education instructional program in the required time period.



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## Serving Non-Public LEP Students:

- Timely and meaningful on-going consultation initiated by the LEA
- Provision of services (professional development, identification and assessment, extended day/summer instruction)

*Services do not have to be identical to those provided to public LEP students.*

- The LEA must ensure that proper identification and English language proficiency assessment has occurred

The following standards and guidelines do *NOT* apply to non-public LEP students:

- English Language Proficiency (ELP) Standards
- Annual Measurable Achievement Objectives (AMAOs)
- Two-year monitoring period after reclassification to FEP



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## NCLB Title III Reporting:

### 2004-05:

- |                          |   |
|--------------------------|---|
| Sept 30, 2005 -          | End of 2004-05 funding cycle  |
| Aug 22, 2005 -<br>(sent) | 2003-04 Annual Performance Report on programmatic status, professional development, parental notification, and progress of students transitioned from services is submitted to SEA by LEAs. |
| Oct 7, 2005 -<br>(due)   |   |

(Funds must be encumbered by 6/30/05 to be spent by 9/30/05.)

### 2005-06:

- |                   |                                   |
|-------------------|-----------------------------------|
| Sept 2., 2005 -   | SY 2005-06 Grant Applications due |
| Sept./Oct. 2005 - | Allocations distributed           |

*Goal is 2 week turn around time for application review!*

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## NCLB LEP Assessment Requirements:

1. Annually measure the English proficiency of all LEP students [T3, sect.3116(b)(3)(C)]

Indiana:       - implementation of LAS Links in Spring 2006  
                  - implementation of Placement Test in Fall 2006

2. Annually assess LEP in academic content areas [T1, sect. 1111(a)(3)(C)(ix)(III)]

ALL students must participate in academic assessment.

Indiana:       ISTEP+ - LEP enrolled 3 or more years  
                  ISTAR – LEP enrolled less than 3 years  
                  (optional with decision to be made  
                  on individual student basis)



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## LEP Academic Assessment - ISTEP+:

For LEP students enrolled in U.S. schools (not including Puerto Rico) for *three or more years*:

Testing Accommodations:

- more time
- small group administration
- familiar teacher administration

The schedule of ISTEP+ Pre-Test Workshops are available at: <http://www.doe.state.in.us/istep/05FallWorkshops/welcome.html>

The ISTEP+ Program Manual will be forthcoming



## LEP Academic Assessment - ISTAR:

Only LEP students enrolled in the U.S. *less than 3 years* are eligible for this optional alternate.

- ISTAR requires collaboration between content & ESL staff.
- ISTAR does not replace GQE. Secondary students must attempt GQE to pursue a diploma. ISTAR may be given as a supplement.
- ISTAR participation counts toward 95% **(local level AYP)**.
- Correlation studies will link ISTAR ratings to ISTEP+ scale.
- Visit: <http://istar.doe.state.in.us> for more information.



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## ISTAR Studies:

LEP student and teacher participation in the following studies is needed during the Fall 2005 test window:

### Correlation Study:

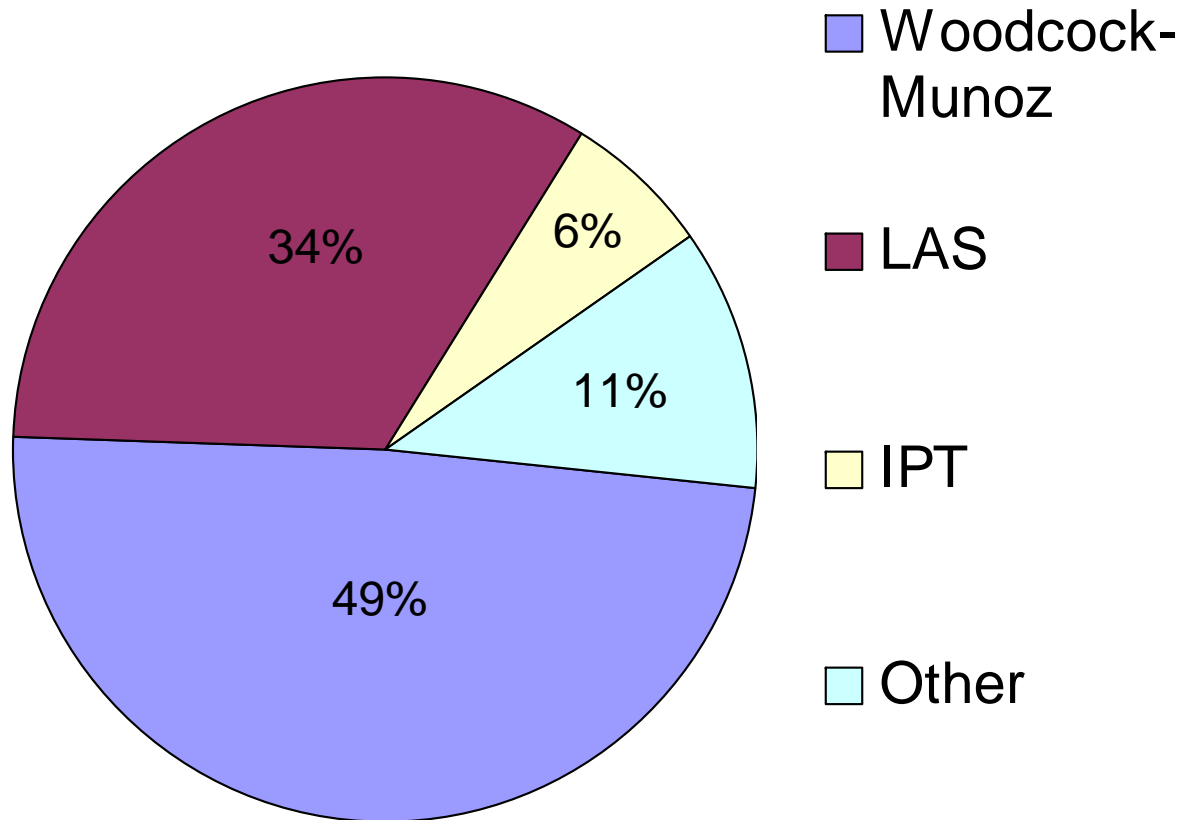
LEP Students participating in ISTEP+ are also assessed with ISTAR as a supplement to compare performance

### Inter-rater Reliability Study:

Two teachers or one teacher and one student teacher assess the same LEP student on ISTAR to compare ratings



## 2004-05 English Language Proficiency Instrument Used by Indiana Schools:



Other is to be selected in instances such as brief student enrollment of less than 30 days, or when applying a score from an instrument used in another state for a recently transferred student.



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## English Language Proficiency Assessment:

The English language proficiency assessment must:

- Measure listening, speaking, reading, writing & comprehension (test all domains annually)
- Be aligned to the English Language Proficiency (ELP) Standards
- Measure academic as well as conversational English ability
- Demonstrate growth from one proficiency level to another and growth within a level



## English Language Proficiency (ELP) Standards:

- ELP standards are linked to the Eng/LA academic standards
- Indicators within each standard provide practical measures of English development
- Drive lesson planning to incorporate activities measuring all domains of English language acquisition (listening, speaking, reading, writing, and comprehension)
- Provides guidance to empower classroom teachers
- Electronic copies may be downloaded from:  
<http://www.doe.state.in.us/lmmp/standards.html>
- Hard copies are available by calling the Division of Language Minority and Migrant Programs



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## Determining Reclassification of LEP Students:

Determining when a LEP student should be reclassified as FEP should include a variety of indicators including:

- Placement on English language proficiency instrument
- Demonstration of ability to speak, read, write, and comprehend English to participate in regular instruction program
- Performance on standardized academic assessment
- Classroom performance and teacher observation

Exiting must ensure:

- Former LEP students will have full access to the school curriculum
- **Monitoring** of academic progress will occur for two years after exiting



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## Two Year Monitoring of Former LEP Students:

Monitoring must ensure that former LEP students reclassified to FEP status are able to fully participate in the regular educational program. Students should be able to:

- \* perform on-par with native English speaking peers
- \* have full access to all aspects of the mainstream curriculum and participate successfully
- \* have access to language instruction services if needed

Staff must be designated to formally maintain records documenting students' academic performance during the monitoring. Data may include performance on:

- \* standardized achievement tests
- \* oral, reading, and written skills
- \* GPA
- \* grades on content classes
- \* teacher observations
- \* parent input



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## Steps for Developing a Monitoring Process:

- Identify staff to conduct monitoring and record keeping
- Establish guidelines for frequency of monitoring
- Identify data to be reviewed and measured
- Identify methods to measure success
- Establish criteria for determining lack of success
- Establish procedures for re-establishing language development instruction if needed
- Determine procedures to maintain parent communication during monitoring period



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## Program Self-Assessment:

At the local level, English language instruction educational programs should be evaluated on an on-going basis to ensure implementation of program requirements, determine program effectiveness, and identify areas for improvement.

A Title III Program Evaluation form to be reviewed locally has been developed (see handout) to ensure compliance with Title III and Office for Civil Rights requirements.

The evaluation will not be reported to the Division of Language Minority and Migrant Programs and is for local use.

An online version may be developed in the future



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## Title III Program Evaluation:

In addition to the Program Evaluation form and the Title III Annual Programmatic Report, districts will be evaluated via:

### Desktop Monitoring:

Many Title III recipients will be monitored via phone calls, emails, and other technical assistance

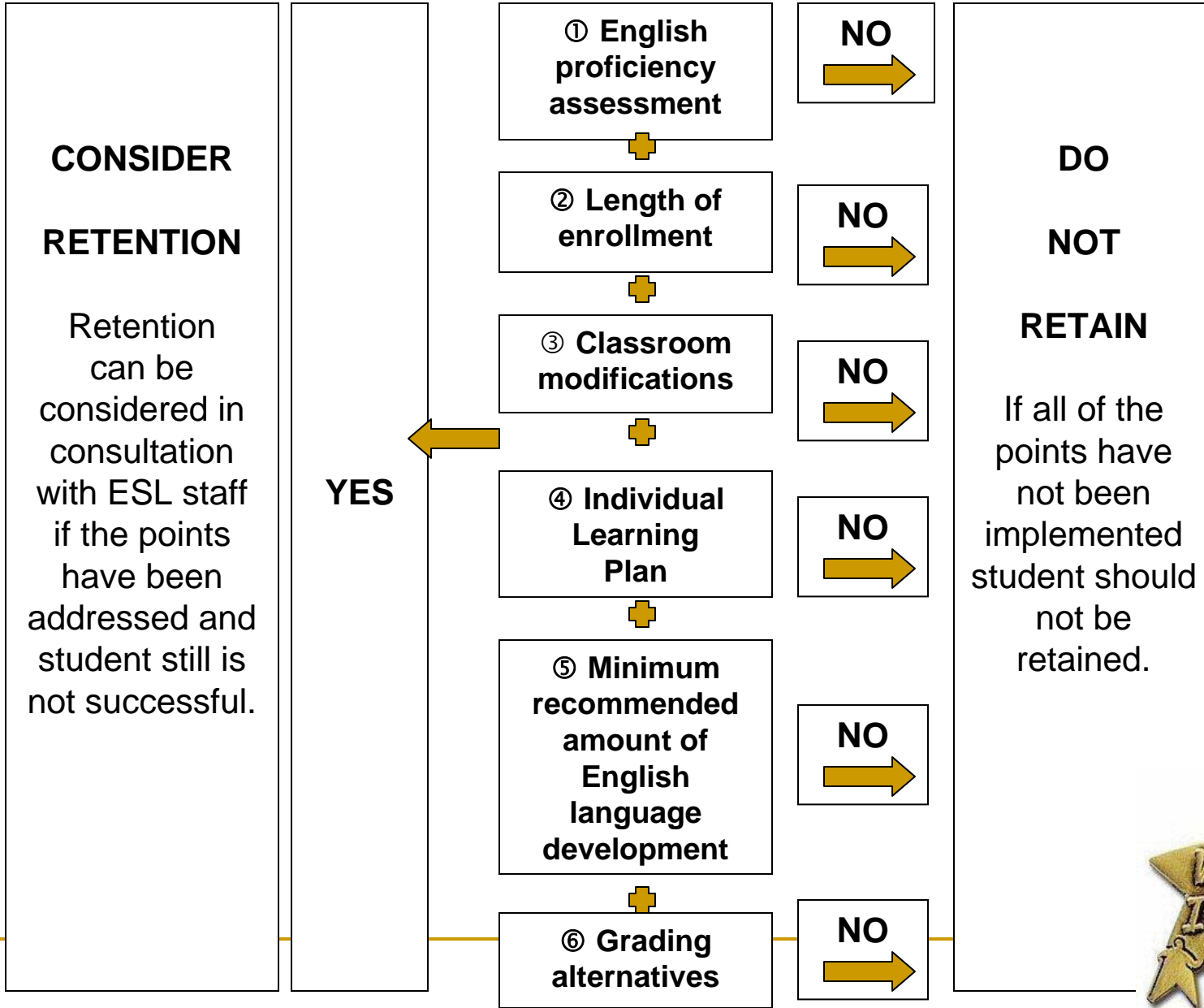
### On-site Monitoring Visit:

A small number of 2005-06 Title III sub-grantees will be randomly selected for a monitoring visit to occur in late Fall/early winter

Visits will be preceded by the sub-grantees submission of a Pre-Site Visit Information Questionnaire.



# Retention Guidelines:



## Approaches to Grading LEP Students:

Grading should be based on demonstration of knowledge of the content, not level of English proficiency

Knowledge, meaning, and content should be the focus, not the manner in which it is expressed

Grading of LEP students is best accomplished through use of level appropriate alternate, authentic assessment

Grading accommodations should correspond to instructional accommodations

Accurate grading requires a valid measure of the learner's growth

LEP students need to know what is expected prior to completion of the task



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## District Level Strategies:

*Grading strategies should be consistent across the district.*

- Develop a district wide procedure for grading and evaluating LEP student progress
- Use the ELP Standards to inform instruction based on students' level of proficiency
- Use the ILP to inform instruction, design assignments, create assessments, and assign grades
- Incorporate ESL grades into report card
- Implement learning objectives instead of letter grades for Level 1 students on a temporary basis



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## Classroom Level Strategies:

- Know each student's level of English proficiency
- Provide grades based on mastery/knowledge of concepts
- Give grades based on what students CAN do at their level
- Use portfolios, rubrics, checklists, and narrative reports
- Use the ELP Standards to determine performance objectives



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## English as a New Language (ENL) Update:

ENL, course # 1012, provides LEP students with instruction in English that would improve their proficiency in listening, speaking, reading, and writing. Emphasis is placed on helping students to function within the regular school setting and within an English speaking society.

A maximum of four (4) credits may be earned through this course title in the world language area (elective credit), or in the English/ Language Arts area, or a combination of the two areas, provided that Indiana English Language Proficiency (ELP) Standards are utilized.

According to the Indiana Professional Standards Board (IPSB):

- Any teacher with a Rules 46/47 license (or prior) may teach ENL and grant English credit.
- Any teacher with a Rules 2002 license must have ESL/ENL certification to teach ENL and grant credit.

The ENL course description is on p. 60 of the document available at:  
<http://doe.state.in.us/publications/courses.html>

A memo related to the ENL course is available at:

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<http://www.doe.state.in.us/lmmp/enlcoursememo.html>



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## Non-English Speaking Program SY 2005-06 Allocations

October 2005 allocation: \$21.91 per pupil  
Based on DOE-LM from SY 2004-05

The allocation amount of \$700,000 has not increased since 1999 despite the annual growth in students.

*Start advocating now for the 2007 biennium!*



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Data Collection:

Future Considerations

Changes to the DOE-LM in March 2006 may include revisions to the definitions of instructional programs (field 13) to align with OELA terminology

Implementation of ELDA as a Spring administration could potential affect the DOE-LM collection timeline



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# Helpful websites:

Language Minority & Migrant Programs:

[www.doe.state.in.us/lmmp](http://www.doe.state.in.us/lmmp)

ISTEP+ Info Center:

<http://www.doe.state.in.us/istep/welcome.html>

ISTAR website:

<http://istar.doe.state.in.us/>

Title III Legislation:

[http://www.ncela.gwu.edu/resabout/nclb/2\\_legislation.html](http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html)

National Clearinghouse English Language Acquisition (NCELA):

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

English Language Learner (ELL) Knowledge Base:

[www.helpforschools.com](http://www.helpforschools.com)

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# Educating English Language Learners:



## Understanding and Using Assessment

<http://www.nclr.org/content/publications/detail/32971/>

National Council of La Raza



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Upcoming Professional Development:

**INTESOL Conference**

**Friday, October 21, 2005**

**[www.intesol.org](http://www.intesol.org)**

**2006 K-12 ESL Conference**

**Monday, March 13, 2006**

**Adam's Mark, Indianapolis Airport**

**<http://www.doe.state.in.us/lmmp/new.html>**



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# Questions?

Division of Language Minority and Migrant Programs

(317) 232-0555      (800) 382-9962

[lharvey@doe.state.in.us](mailto:lharvey@doe.state.in.us)

[www.doe.state.in.us/lmmp](http://www.doe.state.in.us/lmmp)

