

Title III Updates

MATSOL

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The Latest and Greatest - ESSA

- ★ “Limited English Proficient” replaced by “English Learner” (EL will now be the acronym)
- ★ Former English Learner group (FEL) four years rather than two
- ★ Accountability removed from Title III to Title I
- ★ Reporting elements under Title III – some are new
- ★ Disaggregation by EL SWD (and others the State decides upon)
- ★ Parent Notification Letter requirements in Title I
- ★ Parent involvement required under Title III
- ★ Pre-school written into Title III



ESSA

Title III Reporting Requirements

- ★ Description of the program and how it is supplemental
- ★ # and % of ELs **making progress** toward English language proficiency (in the aggregate and disaggregated by EL SWD)
- ★ # and % of ELs **attaining** English proficiency
- ★ # and % of ELs who **exit** based on attainment of English language proficiency
- ★ # and % of ELs **meeting State academic standards** for each of the four years after exit (in the aggregate and disaggregated by at least EL SWD)
- ★ # and % of ELs who have **not attained proficiency within five years** (possible “long-term ELs”)
- ★ Other information the State requires



ESSA

Sec. 3121(b) USE OF REPORT

- ★ A report provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency for improvement of programs and activities under this part.



ESSA: Funding

- ★ Separate funding for Title III maintained
- ★ Funding and allocation methods will remain the same for SY2016-17 (SFY17)
- ★ Immigrant and Formula grants can be determined the same way as in NCLB, except:
 - ★ Slight change to immigrant calculations for SY17-18
 - ★ Allocations from USED in SY17-18 can be made based on American Community Survey or State EL count or both
 - ★ ESSA authorizes increases, however, Congress must still appropriate the funds



Annual Measurable Achievement Objectives – Background (NCLB)

★ AMAO 1 – Growth to proficiency

- ★ For measuring progress toward English proficiency (AMAO 1), Massachusetts proposes to calculate the growth necessary for a student to reach English proficiency (Level 5 on ACCESS) within a prescribed number of years through the generation of “growth-to-proficiency” targets, expressed as **student growth percentiles for ACCESS (SGPAs)**. Targets are based on the student’s proficiency level and years in Massachusetts. Once SGPAs are calculated for each student, Massachusetts proposes to determine **whether at least 50 percent of ELL students in a Title III district have attained their acceptable SGPA growth-to-proficiency targets**. If so, the district will have made AMAO 1. Massachusetts proposes to increase this percentage of students by one percentage point in each successive year.



Annual Measurable Achievement Objectives – Background (NCLB)

- ★ AMAO 2 – Achievement of proficiency
- ★ District attainment targets will be based on the statewide percentage of student who attained a score of Level 5 on the 2014 ACCESS tests, based on the number of years in a Massachusetts school. Massachusetts proposes to set state and district targets at 1.5 percentage points below the 2014 statewide percentages in each number-of-years category. Massachusetts will annually increase its statewide targets, as required under Title III, by adding 0.1 percentage point to the percentage in each 2014 number-of-years category, and using those new percentages to determine district targets each year.



Annual Measurable Achievement Objectives – Background (NCLB)

★ AMAO 3 – Performance on MCAS

★ Districts, schools, and subgroups are expected to demonstrate growth in student achievement on MCAS (and PARCC, if adopted in 2016) each year between 2011 and 2017. The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates into a number between 0 and 100. **A cumulative PPI of 75 or higher indicates that a group, school, or district is on track toward meeting its proficiency gap-narrowing goals.**

★ For a full description of AMAOs, please request “A Proposal for Determining Annual Measurable Achievement Objectives (AMAO) in Massachusetts in 2014 and Beyond” from Melanie or Beth.
mmanares@doe.mass.edu or eoconnell@doe.mass.edu



Timeline for NCLB Title III Accountability (from Oct. 2014 AMAO meeting)

The accountability timeline for NCLB Title III had been:

★ 2013-14

- ★ If year two of missed AMAOs – districts wrote a plan

★ 2014-15

- ★ If year three of missed AMAOs – required continuation of the plan
- ★ If made AMAOs in year three – strongly encouraged to continue with the plan (clock would have started over for the district)

★ 2015-16

- ★ If year four of missed AMAOs – Section 3122(b)(4) would have applied



If Four Years Missed AMAOs (Title III Accountability under NCLB)*

SEC 3122 (b)(4) ACCOUNTABILITY- If a State educational agency determines that an eligible entity has failed to meet the annual measurable achievement objectives described in subsection (a) for **4 consecutive years, the agency shall —**

- (A) require such entity to modify the entity's **curriculum, program, and method of instruction**; or
- (B)(i) make a determination whether the entity shall continue to receive **funds** related to the entity's failure to meet such objectives; and
- (ii) require such entity to **replace educational personnel** relevant to the entity's failure to meet such objectives.

***no longer in effect under ESSA**



How We Got to Where We Are Now

- ★ MA proposed new accountability calculations for AMAOs on August 22, 2014
- ★ The accountability status for districts remained as it was following 2013 AMAO release (SY2013-14 status)
- ★ Final AMAO proposal approved by USED on August 27, 2015
- ★ DESE worked hard during fall semester SY2015-16 to calculate two years' worth of AMAOs for districts
- ★ ESSA passed December 10, 2015
- ★ AMAOs for 2014 and 2015 were calculated and released on January 8, 2016
- ★ Results were intended to be used to determine Title III accountability status for SY2014-15 and SY2015-16 and beyond
- ★ Dear Colleague Letters December 18, 2015 and January 28, 2016
- ★ FAQ February 26, 2016



Dear Colleague Letters

★ December 18, 2015:

★ Page 2 “...ED will not require States to hold districts accountable for their performance against AMAOs 1, 2, and 3 under Title III of the ESEA for the 2014-2015 or 2015-2016 school years.”

★ January 28, 2016

★ #2 “...Accordingly, States must freeze district accountability under Title III based on the most recent AMAO calculations, and continue to provide those LEAs with the corresponding supports and interventions in the remaining months of the 2015-16 school year and the 2016-17 school year.”



FAQ February 26, 2016

- ★ E-1: Must a State make AMAO determinations based on 2014-15 or 2015-16 assessment results?
 - ★ “No. ...a State is not required to make new accountability determinations based on 2014-15 or 2015-16 assessment data. ...A State...may freeze district accountability determinations...based on the most recent AMAO calculations, and must continue to implement corresponding supports and interventions in those LEAs for the remaining months of the 2015-16 school year and the 2016-17 school year (see E-2).”



FAQ February 26, 2016

- ★ E-2: If a State chooses not to make new AMAO accountability determinations, what are the general requirements for LEAs in the 2016-17 school year that did not meet AMAOs for at least two or four years based on the most recent AMAO determinations that the State made?
 - ★ “An LEA that was implementing an improvement plan in the 2015-16 school year...must continue to implement the improvement plan...in the 2016-17 school year...”



AMAOs > Program Improvement

- ★ No longer have Title III “AMAOs” as accountability for ELs is in Title I
- ★ Improvement Plans for Title III continue
- ★ Title III under ESSA has reporting requirements similar to AMAOs (and more)
- ★ Reporting elements are to be used to improve programs, and support Title I accountability



Change Takes Time

- ★ Changes are being discussed at DESE
- ★ Surveys being sent out for feedback on accountability changes
- ★ Discussions taking place at the federal level



Negotiated Rulemaking

★ Regulations discussed

(Session 3: 4/18-19/2016)

★ Supplement not Supplant

★ Title I assessments

★ Inclusion of Students with Disabilities

★ Assessment of English Language Learners

★ Latest draft regs:

<http://www2.ed.gov/policy/elsec/leg/essa/session.html#session3>

★ More on ESSA: www.ed.gov/essa



In Other News:

Possible Changes to Grants

- ★ Web-based Monitoring System
 - ★ Workbooks
 - ★ Supporting documents
- ★ Grantium
 - ★ Grant application (budget info.) and other information
- ★ Combination
 - ★ Grant application (budget information) on Grantium
 - ★ Supporting documents on WBMS



In Other News:

Web-based Monitoring System

★ Federal Monitoring and Reporting

- ★ ESSA implementation, fiscal elements, increasing student achievement and improving quality of instruction (Title III program Improvement plans)

- ★ Reporting elements such as type of PD and number of people attending PD, number of ELs in Title III programs, etc. not gathered elsewhere

- ★ More efficient documentation of communication between DESE and districts



Also in Other News:

Fiscal Audits - added Title III

Audits use of funds

- ★ Allowable
- ★ Allocable
- ★ Reasonable
- ★ Supplement not Supplant

Possible evidence

- ★ budget sheets
- ★ time and effort logs
- ★ invoices for purchases made with Title III funds
- ★ materials/supplies approved for purchase with Title III funds
- ★ program activities match what was approved in the grant



Stay Tuned ...

- ★ Changes are happening
- ★ Nothing is final yet
- ★ Your input is valued
- ★ Let us know your thoughts and concerns



Questions or Concerns?

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