ADE Monitoring of ELD Programs and Title III

Governing Board Meeting February 26, 2019

Language Acquisition Department

ON-SITE MONITORING

LEAs identified for full monitoring visits:

- According to A.R.S. §15-756.08(B), the Office of English Language Acquisition Services (OELAS) is required to conduct an analysis of programmatic effectiveness, which includes prior year data to analyze the progress of English learners (ELs).
- Additionally, United States Department of Education (USDOE) requires OELAS to provide fiscal monitoring of Title III grant monies.
- Monitoring occurs every four years unless deemed in corrective action.

Background

In August of 2018, TUSD was notified that ADE would conduct an on-site monitoring of the following:

- Structured English Immersion Program (4 hour Model)
- Dual Language Programs
- Individual Language Learner Plans (ILLP)
- Title III Grant Expenditures

18 Schools Selected

Monitored schools:

Catalina HS

Hollinger K-8

Maxwell K-8

Naylor K-8

Roskruge K-8

Tully Elem.

Dietz K-8

Magee MS

McCorkle K-8

Palo Verde HS

Secrist MS

Valencia MS

Drachman K-8

Mansfeld MS

Myers Ganoung Elem.

Pueblo HS

Pueblo Gardens K-8

Vesey Elem.

Preparation

- Professional Development for:
 - Leadership
 - Office staff
 - Teachers and support staff
- Coaching (1:1)
- Walkthroughs with immediate feedback and follow-up

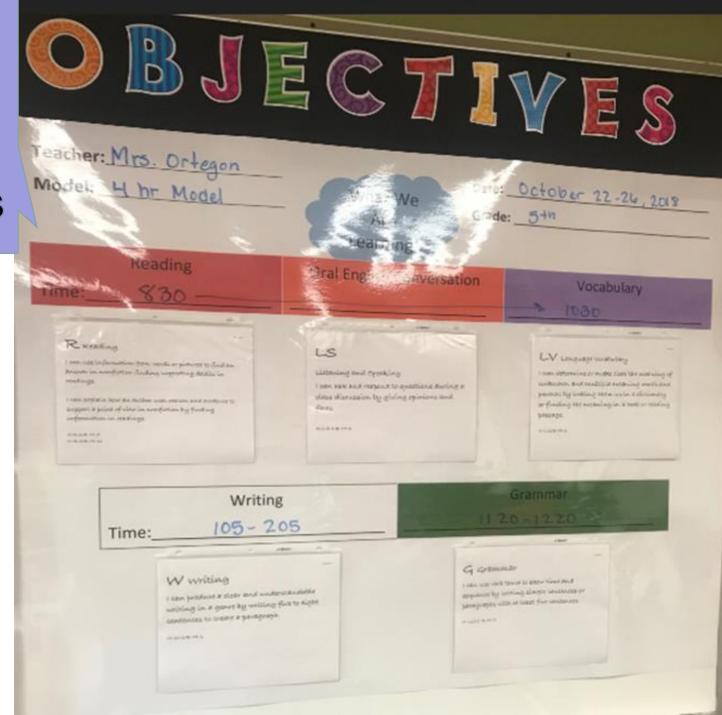
Preparation cont.

- Paper compliance support for office staff from LAD
- Submission of school rosters, teacher schedules and pertinent information to ADE

Preparation cont.

- Tools provided by LAD
 - Online templates for ILLPs and lesson plans
 - -Posters to ensure model is explicit

For SEI 4-Hour Model Classrooms



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right in his or her written communications by using noon and/or-

preparations utrased in sequences

For ILLP Classrooms

The monitoring occurred...

January 28th through February 1st

Great News!

There were no findings!

The district is not under corrective action.

We were given reminders and recommendations.

What was monitored?

- Paper Compliance- Cumulative Folders for PHLOTE and non-PHLOTE students
 - Most common errors occurred with parent signatures and dates on forms.
 - Parent consent (must be sent within 30 calendar days with 3 documented attempts)
 - Waivers
 - ILLPs
 - Parent withdrawals (Two schools were mentioned as "high incidence" schools)

Instructional Models

- Structured English Immersion Model (SEI)
 - Students were correctly placed separately from mainstream students
 - Time allocations were evident
 - Instruction was aligned to Arizona English Language Proficiency Standards (ELPS)

- Individual Language Learner Plans (ILLPs)
 - Forms with Instructional Plan
 - Evidence of English Language Development in Classroom
- Several ILLPs parent forms were missing signatures
- Attachment B- specific assessment results needed

- -Two-Way Dual Language Programs (TWDL)
- Waivers for ELLs
- English Language Development aligned to ELPS
- In one school students were identified as participating in both SEI and TWDL

- Title III/OCR
 - Expenditures
 - Language Poster Displayed

The state will issue a letter of compliance within 45 days.

Acknowledgements

- Principals at monitored sites
- Regional support
- Superintendent support
- LAD team
- ADE team

Legislative Bill-SB 1014

- was signed into law on February 14, 2019.
- will have a huge impact on the SEI 4-hour model.
- will bring flexibility to the current model.

The State Board of Education and ADE will provide guidance for next steps.

Thank you for all of your support!

Questions???

Presenter- Patricia Sandoval-Taylor Language Acquisition Interim Director





