

Title III Update Monitoring



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Agenda



- **Entitlements and Working Together –How are we different and how are we the same?**
- **Title III Monitoring and ESOL Monitoring – (Monitoring this fiscal year 2011-12)**
- **Compliance**
- **District Responsibilities**
- **Feedback**

Monitoring Purpose



- **On-Site compliance reviews evaluate district programs, services and record keeping methods to determine compliance with federal (Title III) and state (LULAC Florida Consent Decree) regulations and standards for programming for ELLs and immigrant students.**

Selection Criteria



- **FDOE's Focused Five-Year Cycle**
- **Grant awards** -Recipient of Title III and /or Immigrant grant
- **Number of ELLs** - Significant ELL populations
- **AMAOs 1, 2, and 3** - A consistent pattern of not making AMAOs over the last 4 years
- **FDOE's Review** -Achievement data, Adequate Yearly Progress (AYP) indicators, highly qualified teachers, safety indicators, financial indicators, and results of audits conducted by the Auditor General's Office, etc.

The Process



- **Notification Letter from FDOE- at least 30 days in advance**
- **Pre-Monitoring Work Papers (District & School Levels)**
- **Stats & Other Data Gathering based on DOE request**
- **Briefing of School Administrators/teachers/Para professionals**
- **Schedule Teachers/Administrators for Interviews**
- **Schedule Parents for Interviews**

Places and People to Monitor



- **District Office**
- **Selected Schools**
- **Classroom Observations**
- **Charter Schools**
- **Special Programs-Magnet, IB, AP, CTE, etc.**

Monitoring Documents to Review



- ❑ Fiscal Records – Allocations = Expenditures
- ❑ Attendee Sign-in Sheets
- ❑ Equipment Purchased and Usage
- ❑ Notifications to Parents
- ❑ Translations of Communication

The Team Will Meet & Interview...



- **District Level- Title III Director/ESOL and District Coordinators (i.e., ESE, Assessment, etc.)**
- **School Level - Administrators, teachers, registrars, and guidance counselors and bi-lingual para-professionals**
 - Representatives of private school(s) served with Title III funds
 - Parents of ELLs
 - Representative(s) of the district PLC

The team will also...



- **Visit classrooms for program accountability and**
 - Program technology usages
 - Review time and effort logs, and
 - Non-technological supplemental materials

Finalize with...



- **Initial feedback from reviewers**
- **FDOE exit meeting**
- **FDOE Reports**

Monitoring Teams and Schedules



Onsite Title III and ESOL

- **Nov 14th - 18th**
 - Broward - Lori Rodriguez & Pat Faircloth
 - Hendry - Deola Fayemi
- **Dec 5th – 9th**
 - Lake & Orange - Ginger Alberto
- **Jan 9th - 13th**
 - DeSoto - Deola Fayemi
 - Sarasota - Lori Rodriguez
- **Feb 6th – 10th**
- Okaloosa - Mark Drennan

All other districts are self-monitoring for Title III and/or ESOL.

Monitoring Teams and Schedules



Desktop Title III and ESOL

- **Feb 6th – 10th**
 - Walton
- **Feb 13th -17th**
 - St. Johns and Glades

ESOL only Desktop

- **Oct 31st -Nov 4th**
 - FSUS and FAMU
- **Jan 9th -13th**
 - Columbia, FSDB, and Baker

All other districts are self-monitoring for Title III and/or ESOL.

Monitoring information



- **Title III work papers**
For onsite, desktop, and self monitoring, the work papers are accessed through this link:
http://www.fldoe.org/NCLB/nclb_monitoring.asp
- **The due date is October 14**
- **ESOL work papers**
Onsite and desktop will be sent by mid September and due October 17th . Please send requested documentation on flash drives.

Grants update



- 49 districts qualified for Title III for 2011-2012
- 46 have completed the online application *and* mailed the signed DOE 100 to the Office of Grants Management
- 30 grants have been approved as of 9-8-11

Observation Checklist for ESOL



- Are the NGSSS for that lesson/week displayed in the classroom?
- Are English-to-heritage language dictionaries available to ELLs when and if they need them?
- If dictionaries are in a location only accessible to the teacher, then they are **not** available to ELLs.
- Does the teacher use ESOL strategies during the lesson to ensure that instruction is comprehensible?
- Does the teacher engage ELLs in the classroom, either through questions or activities?
- If there is an activity taking place, are ELLs participating?

Contd.



- Are ELLs appropriately seated in the classroom? (e.g. students of low English proficiency should not be seated at the back of the room).
- Does the teacher provide feedback to ELLs after a response?
- Does the teacher use comprehension checks to ensure understanding?
- If there is an assessment taking place, are ELLs receiving appropriate accommodations?
- Is a bilingual aide assigned to this teacher?
- If a bilingual aide is present at the time of observation, is that person available to assist ELLs?

ELL Student Plan Folder should include:



- **Copy of HLS/registration form**
- **Copy of Placement Test Results**
- **Programmatic Assessment Form**
- **Current Student Schedules/Services**
- **Copy of parent notification of ESOL placement**
- **Parent Invitation(s) to ELL committee meeting**
- **Copy of ELL committee meeting minutes or documentation**

Contd.



- **Copy of Annual Test Results (CELLA, FCAT)**
- **Annual Parent Notification**
- **Documentation of teacher out of field notification if applicable**
- **Parent Notification of Exit and criteria**
- **Monitoring documentation for LF**
- **Gifted/ESE Screening/Parent Permission to Screen**
- **Parent notification of AMAOs**
- **Testing accommodations/flexible setting permission**

Maintenance of Documentation



- **When sending notifications to ELL parents that do not require a return signature (i.e. AMAO, CELLA, Choice, etc), schools or district can make a copy of the letter(s) and attach a list of ELL families to receive them. The lists should be dated and maintained in the district's folder for Title III self-monitoring purposes.**

Questions



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