

### **Title III Summary For Public Comment**

In an effort to be aligned with statutory requirements in the ESEA, as amended by the Every Student Succeeds Act (ESSA), NMPED proposes to update the following sections:

1. **Entrance & 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.

NMPED's Statewide entrance criteria are described as the following:

- NMPED requires that initial identification of a student as an English Learner (EL) along with parent notification must occur no later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year.
- LEAs are required to administer the statewide Language Usage Survey which is completed by a parent or guardian and includes questions about a student's language background. The Language Usage Survey should only be completed once in a student's K-12 education career.
- NMPED is a member of the World-Class Instructional Design and Assessment consortium, known more commonly as WIDA. NMPED administers the WIDA screener for Kindergarten or WIDA Screener Online to determine a student's English proficiency level:
  - Students who score at 4.0 or below on the screener are classified as an English Learner
  - Students who score at 4.5 or above on the screener are classified as Initial Fluent English Proficient
- Annually, all EL students who have not exited services take the WIDA Access for ELLs or Alternate ACCESS for ELs assessment.

NMPED's Statewide exit criteria are described as the following:

- Achievement of a 4.7 composite score (Listening, Speaking, Reading, Writing Domains) or higher on ACCESS.
  - Achievement of a P1 composite score (Listening, Speaking, Reading, Writing Domains) or higher on Alternate ACCESS.
2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting: i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and ii. The challenging State academic standards.

NMPED describes SEA Support for ELs as follows:

- All English Learners must receive at least 45 minutes of specific English-language development instruction (designated ELD) per school day as well as integrated English language development in all content areas. English language development is commonly known as sheltered content instruction
  - NMPED’s Language and Culture Division convenes EL and Title III Directors meetings with a focus on technical assistance and support needed during the fall and spring of each school year
  - NMPED offers educators throughout the state professional development via self-paced modules offered through the WIDA eLearning program, in-person WIDA trainings, and other professional learning opportunities.
  - All LEAs are expected to develop a Title III local plan which describes how an LEA will provide professional development for educators; this plan is reviewed using an iterative process, that includes coaching supports, and is approved by NMPED.
3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe: i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies

NMPED proposes the following Monitoring and Technical Assistance efforts:

- NMPED conducts annual technical assistance and focused monitoring reviews around the state specifically on EL programs and Title III subgrant funding.
- LEAs are monitored and evaluated on the effectiveness of their chosen EL programs including the use of Title III subgrant funding.
- NMPED reviews a range of data points including academic, fiscal, data reported in the Student Teacher Accountability System or Nova, and stakeholder concerns.
- Desktop monitoring is completed for all LEAs, technical assistance and focused monitoring reviews are based on the data points included above
- \*LEAs not meeting annual growth targets are required to submit additional information to NMPED which is subject to approval before funds are expended; further
  - LEAs whose use of the Title III subgrant are not effective in improving outcomes for English Learners may be required to make changes to instructional methods, curriculum and other requirements specified by NMPED.

\*PED is considering collecting information from LEAs via its 90 Day Plan, which is a school developed plan that provides focus and urgent actions to increase achievement and to improve outcomes for all students.

