

## TITLE III – EVERY STUDENT SUCCEEDS ACT

### LANGUAGE INSTRUCTION

The requirements for districts receiving funds from Title III of the Every Student Succeeds Act (ESSA) of 2015 could be challenging to school district administrators who are expected to implement the programs. This document gives guidance to school districts that are required to provide high-quality language instruction to English Learners (ELs). A longer version of issues addressed here can be found in the policy section of the U.S. Department of Education web site at <http://ed.gov> or in the “Educating Linguistically Diverse Students” handbook found at <https://dese.mo.gov/sites/default/files/qs-ell-Educating-Ling-Diverse-Stu-2015.pdf> . Title III funds are used to provide high-quality language instruction that demonstrates effectiveness in increasing English proficiency and student achievement in the core academic subject areas. These funds are also used to provide highly trained teachers and school personnel through professional development designed to improve classroom instruction for ELs and to enhance adequate parent involvement through purposeful meetings and activities tailored to increase parents’ support to their children’s education. Consolidation of efforts between school personnel and EL parents to educate ELs is expected to yield high levels of achievement in core academic subjects and challenging academic content standards expected of all students.

#### I. PARENTAL NOTIFICATION AND PARTICIPATION

**(A) PARENTAL NOTICE** — Each local educational agency (LEA) funded under Title III to provide a language instruction educational program shall, not later than **30 days** after the beginning of the school year (this notification is **two weeks** if the EL is identified during the school year), inform parents of —

- (i)** the reasons for the identification of their child as an EL and in need of supplemental language assistance;
- (ii)** the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
- (iii)** the methods of instruction used in all available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv)** how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v)** how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi)** the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for EL, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- (vii)** in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (viii)** information pertaining to parental rights that includes written guidance —

- (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
- (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (III) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

**(B) PARENTAL PARTICIPATION —**

**(i) IN GENERAL —** Each LEA receiving funds under this part shall implement an effective means of outreach to parents of ELs to inform them regarding how they can —

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to —
  - (aa) attain English proficiency;
  - (bb) achieve at high levels within a well-rounded education; and
  - (cc) meet the challenging State academic standards expected of all students.

**(ii) REGULAR MEETINGS —** Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for regular meetings, and for the purpose of formulating and responding to recommendations from parents of students assisted under Title III.

**(C) BASIS FOR ADMISSION OR EXCLUSION —** A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status.

## **II. NOTICE AND FORMAT**

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

## **III. REPORTING**

Each LEA funded under Title III shall provide to the State agency a biennial report on the implemented activities, including —

- (i) a description of the programs and activities conducted by the LEA during the 2 immediately preceding fiscal years, which shall include a description of how they supplemented programs funded primarily with State or local funds;
- (ii) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);
- (iii) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
- (iv) the number and percentage of English learners meeting challenging State academic standards for each of the **4 years** after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability; and
- (v) the number and percentage of English learners who have not attained English language proficiency within **5 years** of initial classification as an English learner and first enrollment in the local educational agency.

#### **IV. ELL TEACHERS AND AIDES (PARAPROFESSIONALS)**

It is incompliant to put a bilingual/ESOL (English for Speakers of Other Languages) aide or paraprofessional in charge of a classroom that is not under the supervision of a certified teacher. The approach commonly used for teaching in Missouri is ESOL. This does not mean that teachers should be fluent in all ELs' languages. This is especially true for bilingual education programs. For the ESOL approach, the English fluency of teachers is highly expected.

#### **V. STATEWIDE ASSESSMENT TOOL: WIDA**

To comply with Title III of the ESSA, the state of Missouri has adopted WIDA as the statewide assessment tool to measure the yearly English language proficiency progress of ELs. WIDA assesses proficiency in speaking, listening, reading and writing. All students receiving EL services are required to take WIDA. Refer to the administration manual for details.

#### **VI. CONSULTATION WITH PRIVATE SCHOOLS**

Title III allows students and staff at private schools to receive services through ESEA programs. Title III indicates the list of programs under which private schools may equitably participate to receive educational services or benefits. In addition, the ESSA specifies that these educational services must be provided by the school district to private schools in a timely manner and that consultations with private school officials must occur during the design and development stages of the education programs, as well as throughout the period of implementation.

#### **VII. TECHNICAL ASSISTANCE AVAILABLE**

To assist school districts in overcoming educational challenges, a list of resources is available in the "Educating Linguistically Diverse Students" handbook found at <https://dese.mo.gov/sites/default/files/qs-ell-Educating-Ling-Diverse-Stu-2015.pdf> . School districts must submit their programs and the progress made by students in learning English, meeting state standards and attaining English proficiency to the Department every second fiscal year. Refer to the handbook for definitions.

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